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ABSTRACT

A faceted classification scheme was developed for use as the conceptual foundation of two surveys which were conducted in order to gain a current and comprehensive picture of continuing library education (CLE) in North Carolina. The scheme structured a database that, when computerized, will allow flexible search capabilities and easy updating. In the first survey, 47 current CLE providers were interviewed to gain information about them and their offerings. For a consumer survey, 1,032 employed staff and 47 trustees completed questionnaires about their CLE experiences and interests. The detailed results of these surveys appear in this report, as well as conclusions and recommendations of the study. Included are a comparison of the consumers' view of CLE with information about CLE gathered from providers, recommendations for the development of CLE, and considerations for the CLE planning process in North Carolina. A total of 49 tables and 35 figures are provided. Appendices comprise the interview form for the providers' survey; the consumer questionnaire and cover letter; the trustee survey; and sample forms for provider listings, continuing library education opportunity (CLEO) descriptions, and CLEO listings in a "Directory of Providers" and an "Inventory of CLE Opportunities" (created under separate cover). (ESR)

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LEARNING IN PROGRESS

A Study of
Continuing Library Education
in
North Carolina

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FOREWORD

This statewide study of continuing library education in North Carolina was undertaken with Library Services and Construction Act funding from the North Carolina Department of Cultural Resources, Division of State Library. It was undertaken also with the counsel of members of an advisory committee to the State Library and other key informants who were wise in their understanding of continuing library education and generous in their willingness to share that wisdom. Jane Williams, the Assistant State Librarian, has been particularly helpful in providing information and advice. Four continuing library education specialists from other parts of the country served as external consultants regarding the planning focus of this study. They are Barbara Conroy, Joan Durrance, Sue Mahmoodi, and Kathleen Weibel.

To the extent that this study has benefitted from the counsel of the State Library staff, advisory committee members, and other leaders in professional groups, the study team expresses its appreciation. We also acknowledge that we may not have sought enough advice, or that we may have applied it inappropriately.

A large team of willing and increasingly expert graduate assistants worked on one or more parts of this project. Thanks are extended to Douglas Barrick, Cathy Benton, Elizabeth Braswell, Denise Bryan, Joyce Hilliard-Clark, Elizabeth Knott, M. L. Revelle, Louis Ross, Carole Tyler, Stuart Wallace, and to Toni Braswell, our undergraduate assistant. John Worsley rescued us from an epidemic of computer failures. Doris Eiber, the "temporary service" secretary who became a mainstay of the project, has been of invaluable assistance.

This study represents a melding of library science and adult education perspectives. To the principals in the study, this has been an insightful and fruitful combination. We hope that others will find it useful in defining and developing the future of continuing library education in North Carolina.

Joan Wright

Douglas Zweizig

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I. INTRODUCTION

This study was undertaken to gain a current and comprehensive picture of continuing library education (CLE) in North Carolina that might be used in making decisions about the future of CLE. Surveys of CLE have been conducted in a number of states, so a CLE study is not unique. One concern that characterized this study is that it be more than an assessment of the current situation. It was designed with the awareness that the State Library was assuming leadership in fostering a deliberate planning perspective vis-a-vis continuing library education. A planning perspective, the context for this study, places emphasis on the development of tools for planning and not just on the collection of current CLE data. For this reason continuing library education specialists around the country were contacted during the early stages of the study. They provided reactions in regard to the planning focus of this study based on their experiences in other states.

One of the major aids to planning is a clear idea of what information is needed and how that information can feasibly be collected. This study worked on both. In fact, its contribution may lie more in its conceptual framework (a faceted classification scheme on which both provider and consumer surveys were based) than on the specific information collected. The scheme structures a data base that when computerized, will allow flexible search capabilities that can be updated with relative ease. The scheme also permits an examination of the "fit" between consumers' CLE preferences and providers' offerings.

The study itself encompassed two major parts. The first was a provider survey, in which 47 current providers of continuing library education were interviewed to gain information about them and their offerings. The second was a consumer survey, in which 1,032 employed staff and 47 trustees completed questionnaires about their CLE experiences and interests.

The detailed results of these surveys appear in Sections II (Provider Survey) and III (Consumer Study) of this report. A Directory of Providers and an Inventory of CLE Opportunities (CLEO's) have been created (under separate cover). These form a data base which can be updated as changes occur and new information is available.

Section IV contains the conclusions and recommendations of the study. It includes a comparison of the consumers' view of continuing library education with information about CLE gathered from providers; recommendations for the future development of CLE in North Carolina; and considerations for planning the future of CLE in this state.

II. PROVIDER SURVEY

Introduction

Human services (e.g. health, education, welfare) have developed as organized responses to perceptions of human need. Continuing library education, as a human service, can be analyzed both from the response perspective and from the perspective of needs, the stimulus for response. This section of the report is focused on the organized efforts of service providers to respond to what are believed to be the learning needs of library personnel. It addresses such questions as: Who are the providers? How are they organized? What are the service responses they offer?

Any inventory of providers and responses represents a picture of a situation at a particular point in time. Its utility is soon limited to historical review rather than current analysis. An alternative to a one-time inventory is a process for making pictures of continuing library education providers and opportunities whenever that information is needed. Ideally, the process should allow one to focus on those aspects of continuing library education (CLE) that are of particular interest, rather than being inundated by more detail than one can possibly comprehend, let alone use.

These concerns suggest the development of a data bank that (1) can be updated and revised with little difficulty; (2) would be stored in a form and format allowing any provider (and perhaps consumer groups) to access whatever portion of data in which there is interest; (3) would permit not only 'search and list' capability, but also simple statistical analyses including descriptive summaries and the construction of contingency tables (e.g., the number of continuing library education opportunities that dealt with circulation in public libraries offered in 1980-81 and in 1981-82); and (4) would foster interest in and support for planning CLE on a statewide and continuing basis.

The design for such a data bank requires an underlying classification scheme for storage and retrieval. The following specifications were seen as important to the design:

a. It should be capable of including any CLE opportunity offered/ likely to be offered in FY's 81-83;

b. It should provide information that answers adequately and accurately the most frequent questions of providers, planning groups, professional associations, and consumers regarding the recent and near future CLE opportunities;

c. It should be as simple as possible;

d. It should provide leads to sources of additional information for users interested in details of CLE opportunities;

e. It should allow Boolean searches on multiple facets such as "training that is for public libraries in children's or young adult services that deals with collection development and will be located in the eastern part of the state;"

f. It should provide a basis for collecting information from consumers that would permit a comparison between their CLE interests/needs and available CLE opportunities.

A faceted classification scheme was developed for use as the conceptual foundation for the provider survey (and also for the consumer survey). Each facet was seen as a key element in the analysis of continuing library education in North Carolina. The scheme is shown below, with each facet underlined. The facets became the variables about which data were collected during the study.

Faceted Classification Scheme

CONTINUING LIBRARY EDUCATION OPPORTUNITIES focusing on Library Functions to meet needs of Clients are offered by Provider on Content in Format for Time Period at Location(s) and Date(s) for Fee with Frequency for Library Personnel in Library Type at Skill Level limited by Constraint and providing Recognition.

Continuing library education is defined as planned learning experiences designed to contribute to increased competency of library personnel in performing their library responsibilities. Such learning experiences (e.g. college courses, conferences, workshops, short courses, lectures, directed self study, and consultation) are offered by providers, i.e. agencies, institutions, and organizations for whom continuing education directed toward the learning needs of library personnel is an intentional aspect of their operations. Library personnel are seen primarily as professional staff (e.g. librarians, media specialists, learning resource coordinators) and support staff. Occasionally a provider will include lay associates (e.g. library trustees, friends, advisory committee members, and volunteer workers) among the audiences for which continuing library education is offered.

Continuing education is generally assumed to build on the preparatory education of library personnel, whether that preparation was a general education background or a degree with library or library-related specialization. Continuing education may, however, offer participants opportunities to earn credits toward certification or recertification, where those credentials apply, or toward a specialized library-related credential (e.g. a degree in library science or media technology). To qualify as continuing education, learning opportunities would have to be available at times and in formats compatible with the work responsibility of the intended library consumer group.

Methodology -- Provider Survey

In order to identify and survey all CLE providers in North Carolina, a list of expected providers was generated with the assistance of the staff of the State Library. This list included state agencies, post-secondary education institutions, and known library associations. Further inquiry of knowledgeable people throughout the state increased the number of providers to be surveyed. An interview instrument including twelve items, Directory of Providers, was developed to be completed by the interviewer during a conference. On-site visits were made to library schools and state agencies to interview representatives who provided information concerning their CLE offerings. Officials of library programs at postsecondary education institutions and officers of library associations were interviewed by telephone. From the raw data derived in the interview, a Directory of CLE Providers Listing Format and CLEO Description forms were completed. Annual meetings and conferences were treated as one CLEO with topics and resource persons noted for FY 81 and FY 82 and those proposed for FY 83. Completed Directory of CLE Providers Listing Format and CLEO Description forms were mailed with cover letters to providers for verification or modification and then returned. Information on the returned CLEO Description form was condensed and transferred to a CLEO listing format. Unverified information was transferred to the listing formats for those providers who failed to return the forms. As late returns arrived, information was modified as needed. Copies of all forms--Directory of Providers, Directory of CLE Providers Listing Format, CLEO Description, CLEO--are appended.

Major CLE Providers in North Carolina

State Agencies

Two agencies play a major role in providing continuing education specifically for library personnel in the state. One, the State Library, is a division of the Department of Cultural Resources. The other, the Division of Educational Media, is located within the Department of Public Instruction.

A third state agency, the N.C. Department of Community Colleges, does not directly sponsor continuing library education. Its staff development office does serve as a facilitator in planning continuing education through the regional Professional Development Institutes; opportunities particularly relevant to library personnel might be included among PDI programs. The staff development office has also, on request, participated as a resource in training sponsored by the Learning Resource Association of the community colleges.

State Library: The Division of State Library of the North Carolina Department of Cultural Resources gives high priority to providing for the continuing education of library personnel in all types of libraries. It organizes and conducts continuing education opportunities using State Library staff and outside experts as resources. It works with library schools, library associations, and other groups to facilitate the planning and provision of continuing education. It alerts the library community to continuing education opportunities available nationwide. It uses state and federal funds to underwrite the costs of providing continuing library education and, through its grants program, to award scholarships for attending training events or conferences for individual library personnel. It provides staff for consultation on individual library concerns.

The CLE opportunities associated with the State Library in the inventory speak to the varied ways in which this agency has provided continuing education opportunities in recent years. With the uncertainty of future federal and state funding to continue the past range of activities, the State Library is re-examining its role in relation to continuing library education and is seeking to strengthen its role as facilitator, that is, to use its position to promote the provision of continuing library education and to place less emphasis on direct provision of continuing education. The establishment and maintenance of an updated file of CLE offerings and providers in North Carolina is one such facilitating service being initiated by the State Library.

Division of Educational Media: The Division of Educational Media of the N.C. Department of Public Instruction provides a great variety of educational and consultative services for the media services personnel in the 143 local education agencies of the state. The major training events are a series of regional workshops held in various locations across the state in August. The 1981 series had 1,846 persons attending (mostly certified library media specialists, with some attendance by aides, community college staff, and library/media students) and was on the theme of administrative leadership--influencing the decision-making process. The 1982 series will focus on the new, revised state accreditation process.

These annual events are supplemented by a large number of other training activities. For example, in the 1981 fiscal year, a total of 174 workshops were conducted by the Division of Educational Media. In addition, 128 consultation or planning sessions were held. A materials review center is maintained by the division and was visited by over 1,700 personnel. The Division also assists in planning and providing resource people for statewide and regional meetings of media center personnel.

Post-Secondary Education Institutions

Three groups of colleges make up the post-secondary education field. The independent colleges and universities have the greatest number of institutions, including large and small, parochial and non-sectarian, two-year and four-year schools. The North Carolina Community College system includes 58 community colleges, technical colleges, and technical institutes. Sixteen member institutions make up the third group--the University of North Carolina system.

There are library or library-related programs in each of the groups, with eight in the UNC system, four listed in the Community College system, and one among the private institutions. The presence of these programs on campus constitutes a major resource for CLE, and presumably a stimulus for extending their use beyond teaching in the resident program. It should be noted, however, that the continuing education division of the post-secondary institution is not limited in its program to courses or content offered in the regular academic program. It would be possible, for example, for a Director of Continuing Education in a two-year or four-year school that did not have a library program to arrange a workshop for local library personnel using resource people from other parts of the state, or outside the state. While this is possible, instances of CLE programming by continuing education divisions did not turn up during the course of the study. Among schools with library programs only Appalachian State University mounted an active effort to market the library education resources beyond the immediate service area.

UNC System: North Carolina has five library schools, all in the University of North Carolina system, that offer the master's degree. The library school at Chapel Hill also offers the doctorate. The faculty of these schools comprise a potential resource for continuing education of approximately 45 professionals with advanced training and full-time responsibility for educating librarians at the graduate level.

In addition to the five graduate library programs, three other universities offer a program in educational media at the undergraduate level. Their offerings are necessarily more limited, and they have fewer faculty assigned to teaching library-related courses.

These institutions are seen as major sources of continuing library education in the state through offerings at the schools themselves and through faculty participation in the offerings of other agencies and library associations. This perception is accurate and is reflected in the substantial number of offerings in the inventory of CLE opportunities. It should be noted, however, that the provision of continuing education is not always consistent with the mission of the universities in which these programs reside. University missions tend to place themselves on a continuum with the conduct of research at one end and service to the community at the other. Therefore, the degree to which a university is committed to research limits the degree of commitment to service. Universities enforce this commitment in their support of programs and in their decisions regarding individual faculty promotion and tenure. A senior official in the central administration of the University of North Carolina said, "I would not advise a person who intended to make a profession in the UNC system to become involved in continuing education." Therefore, when a library school/program or a library school faculty member makes a commitment to offering continuing library education, this decision is taken with the risk that the university will not reward this commitment with recognition or support.

In such circumstances, the role of the library program in relation to its profession must be established with some care. Each school must make a decision on the basis of the position of its individual university, on the basis of its sense of the needs of the profession for continuing education, on the basis of its analysis of how continuing education can meet the needs of the school for support from the profession and for recruitment of new degree-seeking students, and on the basis of the amount of faculty time that may be spared from other activities that are more directly rewarded.

Expressed motivations of library schools/programs for offering continuing education have a central core of commitment to the continuing development of library professionals. Other motivations expressed by one or more schools are that provision of continuing education is developmental for the faculty in that offerings are tested against realities of working librarians; it enlarges the market for course offerings; it gives visibility to the degree programs; and it allows interaction of full-time students with practicing professionals. A representative observation on the place of continuing education in the total library program was, "Compared to other service activities of the faculty, continuing education ranks high, but at this university, service ranks third as a criterion for promotion" (after research and teaching).

Planning what continuing education opportunities to offer is done in a variety of ways in the UNC library programs. Some regularly survey their alumni to determine topics of interest, some rely on responses to evaluations of continuing education offerings, some have joint faculty-student committees, some survey what is being offered elsewhere in the state so that they don't duplicate offerings, others (more geographically isolated) survey what is being offered elsewhere for ideas on what might be offered for local librarians. Some systematically schedule regular courses in evenings, on weekends, or in short summer sessions so that in a period of a few years all course offerings are available to working librarians. Others schedule courses for continuing education on the basis of the likelihood of their attracting enrollment.

A comment heard generally was that university library programs did not know about others' offerings in sufficient time to use this information in planning. Each tends to plan independently of other providers.

Community college system: Although four institutions were authorized to offer library and/or media technical assistant programs in their curriculum offerings, one was currently not in operation. Of the remaining three institutions, only one--Lenoir Community College--chose to offer continuing library education. The courses of the Library Media Technical Assistant curriculum are offered in summer short courses on a regular basis for the convenience of library personnel within commuting distance. Recruitment of library personnel (mostly at support staff levels) into evening and summer courses contributes to program enrollment and provides basic library education for working staff in a wide area, reaching into a neighboring state.

It was not clear why other existing two-year school programs chose to limit enrollment to full-time students, rather than serve the educational needs of present library personnel. Neither was it clear why the continuing education divisions of community and technical colleges in areas where no library programs exist had not developed, to our knowledge, any CLE opportunities with their market audiences.

Private colleges: Only one private college, Mars Hill, is known to have a library program. This program is primarily designed to prepare undergraduate students to meet public school certification requirements. Information about its courses, however, is sent to public school and other libraries in the area. Continuing education in this institution and in many other independent colleges is not seen as a distraction of faculty resources, since the mission of the institution is teaching. Involvement of the continuing education divisions of other independent colleges in CLE was not ascertained.

Library Associations

Professional associations of librarians, media specialists, learning resource administrators, and related personnel were arbitrarily sorted into three groups for purposes of the study. One is the North Carolina Library Association (NCLA)--the state equivalent of the American Library Association--and its various sections. A second group is made up of other statewide library-related associations, of which six are included in the directory. Fifteen local and regional library associations comprise the third group.

It should be noted that all associations, whether or not they offer formal opportunities for continuing library education, may represent a kind of informal opportunity for members to learn through peer consultation and idea exchange. Such learning opportunities are not listed in the inventory.

NCLA: NCLA provides through its sections CLE in library-related functions for all library types. At a two-day biennial conference a variety of one-half and full day workshops is presented. Scheduling permits both members and interested persons throughout the state opportunity to select topics which best address their needs. There is no recognition (e.g. CEU's) given nor fee charged except that persons attending must be registered at the conference. Membership fees and state and local funds underwrite expenses. Persons from within the association as well as persons of national prominence are recruited as resources to the sessions. Topics are selected to section planning committees based on perceived needs and current issues within the purview of each section. Various sections also provide CLE independently for their members at times other than the joint conference. The apparent importance and membership size of a section are not indicators of CLE offered. The frequence of opportunities varies greatly among sections with some sections virtually inactive and others frequently offering CLE.

Other Statewide Associations: Other statewide associations such as North Carolina Community College Learning Resource Association (NCCCLRA), North Carolina Developmental Studies Association (NCDSA), North Carolina Special Library Association (NC-SLA), North Carolina On-Line Users' Group (NCOLUG), Southeastern Library Network (SOLINET) Users' Group, and Tarheel Association of Storytellers provide CLE focused on specialized interests at conferences and workshops. In addition to an annual, statewide, three-day conference, NCCCLRA is divided into six districts, each with a director who periodically organizes CLE for members of the district. NCDSA holds both statewide and regional conferences which provide continuing education for directors and instructors of developmental studies within the community college system. (Learning Labs for individualized developmental studies are frequently a part of the school's Learning Resources Center.) NCOLUG provides a variety of workshops concerning current searching techniques and databases. SOLINET provides workshops on cataloging and processing techniques twice a year. These are supported by registration fees since there is no membership base per se. Tarheel Association of Storytellers is a relatively new organization which has an annual conference that focuses on various aspects of storytelling for librarians as well as others such as teachers and ministers interested in storytelling techniques.

Local and Regional Associations: Fifteen local and regional library associations were identified. They draw members from specified geographic areas and provide opportunities for their members to meet with peers for sharing sessions as well as for more formalized CLE. There is a marked variation in focus, purpose, and frequency of their meetings. While most seem to focus on the cooperative learning experiences and networking afforded by the membership getting together periodically, one sponsored a lecture series, one presented a short course. Others had visits and tours between member libraries. Still others had sack lunches with informal sharing and dinners meetings with guest speakers and formal lectures. Topics included traditional library concerns such as book mending, overdue books, problem patrons; technical information such as AV production, computer application in the library, video workshop, photography; and general management topics such as stress management and time management. Frequently special sessions were co-sponsored with library schools, and occasionally joint meetings were held with South Carolina associations. Of special interest is the fact that local and regional associations address the needs and interests of support staff and volunteers as well as professional staff.

Other Providers

Not included in the provider survey were employers or other (non-library) associations. It was recognized that many employing organizations such as local education agencies (LEA's) and industry have an on-going staff development program that includes educational opportunities for library personnel. Exploring the extent of CLE provided by employers was beyond the scope of this study. Also excluded were efforts by groups such as the North Carolina Association for Community Education (NCACE), North Carolina Association for the Education of Young Children (NCAEYC), and the North Carolina Adult Education Association

Table 1. Distribution of Provider Roles Among CLE Providers

CLE Providers	Provider Roles			
	Resource	Initiator	Consultant	Facilitator
State Agency				
State Library, DCR	1	1	1	1
Div. of Educ. Media, DPI	1	1	1	
Staff Development Office, DCC	1			
Post-Secondary Institutions				
Two-year Colleges	1	1		
Library Schools	5	5		
Library Programs	4	2	2	
Library Associations				
NCLA and Sections	11	9	2	7
Other Statewide Library Associations	5	4		3
Local and Regional Associations	8	12		9
TOTAL	37 (79%)	35 (74%)	7 (15%)	21 (45%)

(NCAEA). While some programs offered by these groups were doubtless library-relevant, CLE was not their major focus.

Primary Provider Roles

Providers of CLE could describe their roles in one or more of four ways: a resource that can be called on as needed to provide CLE; an initiator of CLE; a consultant to particular library staffs or groups; and a facilitator of planning for CLE. Table 1 shows the distribution of roles across CLE providers. Of the 47 providers, 37 (79%) served as resources for continuing library education. Only ten providers, all library associations, consistently sought resources for CLE from outside the group. CLE was initiated by almost as many providers, 74% of the 47. Nineteen of the library associations (56%) served as facilitators of CLE planning, as did consultants in the State Library and the staff development office of the Department of Community Colleges. Least often performed by providers was the consultant role. Although this was a significant part of the work of the State Library and the Educational Media Division of the DPI, few other providers offered this educational service to NC library personnel.

Operational Constraints on CLE Providers

Table 2 lists the constraints reported by providers on their CLE operations. Among voluntary associations the major constraints, if any, were limitations of budget and volunteer time, plus members' ability to pay (or be reimbursed for) costs of participating. Other providers--state agencies and institutions of post-secondary education--were most often hampered by limited staff availability for CLE. Other constraints (e.g. class size requirements) reflected the nature of the organization.

None of the constraints reported prevented the development of CLE. Rather, they served to limit the scope and extent of the effort. Perhaps, too, new

Table 2. Operational Constraints Reported by CLE Providers

CLE Provider	Constraints (Listed by frequency of mention)
State Agencies	
State Library, DCR (1)	Limited staff availability
Div. of Educational Media, DPI (1)	Limited staff availability CLE requests must be channeled through school administration
Staff Development Office, DCC (1)	Support function only
Post-Secondary Institutions	
Two-Year Colleges (1)	Limited staff availability
Library schools (5)	Limited staff availability Limitations on class size (minimum and maximum) Need to recover costs
Library programs (4)	Limited staff availability Budget cuts Participants must meet admission standards Lack of recruitment Service area limited
Library Associations*	
NCLA and sections (13) Other statewide library associations (6) Local and regional associations (15)	None Inadequate budget Volunteers' time Limited time and money for librarians to participate No way for members to recover travel costs Difficult to keep widely dispersed members informed of CLE events Lack of participation Difficult for volunteers to plan Need for coordination among groups Membership turnover Difficult to meet varying needs, or to know members' expectation Lack of clear goals and objectives

*Note: The constraints listed apply to all associations.

forms of CLE were not attempted because of the difficulties in continuing efforts undertaken in the past. There was little impetus in most organizations for expansion or redirection of CLE.

Other Descriptors of CLE Providers

Resources: Informants were also asked about resources used for continuing education--whether they were stored within the organization, located among the membership, or secured from outside the organization. This question did not elicit from the providers any indication that the identification of resources--particularly resource persons--was a design element of special concern.

Inter-organizational cooperation: Another interview topic was the provider's relationship with other providers. This item, too, did not prove very stimulating to informants. It is obvious from the co-sponsorship of CLE opportunities that inter-organizational relationships do exist among providers, but these tend to be clustered around a few organizations like the State Library, some of the library schools, and some library associations. More frequently providers do not seem to be aware of or concerned about the CLE that other providers are planning.

Location: Location of the provider's service area was also addressed in the survey, with ambiguous results. A few providers, such as the local and regional library associations, had fairly clear definitions of their geographic service boundaries. The state agencies could reasonably claim the whole state as their territory, although none claimed to provide direct educational services each year to every part of the state. Service boundaries were limited more by staff availability than be geographic domain. Ambiguity arose in distinguishing geographic areas where providers are allowed to serve consumers, areas where they seek to serve, and areas where they actually serve. We did not define unexplored territories where service may be needed. Library schools/programs general provide CLE for those willing and able to travel to their institutions; library associations schedule events at various locations in part to increase the accessibility of at least some CLE and in part to increase the likelihood of participation.

Providers' CLE Focus: The variety of offerings from each provider was wide, with little to distinguish one provider's focus from another's. A brief general description of each provider's offerings is contained in the directory. It is not anticipated that any aspect of provider focus would, at this time, be a useful tool for analyzing the provider data base.

Description of Recent CLE Opportunities

The 46 providers of continuing library education in North Carolina sponsored 347 different opportunities listed in the inventory. Table 3 shows the distribution of these opportunities by providers and years offered. It is apparent that the large majority of CLE opportunities (63%) are offered year after year, forming the foundation of learning opportunities available to library personnel in the state. Most of these recurring events (nearly 200 of the 230) are courses offered by the library schools/programs. The 20 recurring opportunities sponsored by the library associations are biennial or annual meetings in which the topics vary but the formats (e.g. conference, workshop) are relatively standard. It should be noted that the CLE opportunity offered annually by the Division of Educational Media, DPI, is actually repeated in multiple locations each year. Plans for the August 1982 workshop include not only multiple locations but videotaping of the sessions for broader distribution.

The 106 CLE opportunities offered by library associations were relatively evenly distributed among NCLA (36), other statewide associations (30), and regional and local associations (40). The major sponsors of CLE were the five graduate library schools, which sponsored 174 opportunities, including regular courses offered at times convenient for working library personnel.

Table 3. Distribution of CLE Opportunities by Year Offered and Provider

CLE Provider	Year Offered				
	FY 1981	FY 1982	FY 1983 (planned)	Recurrent	Total
State Agencies					
State Library DCR	8	10	1	9	28
Div. Educ. Media, DPI	1	1	1	1	4
Post-Secondary Institutions					
Two-Year Colleges (1)	1			8	9
Library Schools (5)	9	7	7	151	174
Library Programs (4)		4		41	45
Library Associations					
NCLA and Sections (13)	6	16	5	9	36
Other Statewide Library Associations (6)	6	16	4	4	30
Local and Regional Associations (15)	6	23	4	7	40
TOTAL 46[1]	37	77	22	230	366[2]

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[1] Because the North Carolina Department of Community Colleges does not sponsor CLE opportunities, it is not included in the number of providers.

[2] The total number of CLE opportunities includes 14 which were co-sponsored by two or three providers. The number of unduplicated events is 347.

The small number of CLE opportunities listed for FY 83 may be attributed to limited advance planning for such events, and a general tendency to respond to consumer demands as those demands become apparent. Provisions should be made for listing CLE opportunities in the inventory as they are created.

Intended CLE Focus

The distribution of CLE opportunities by library function (Table 4), library type (Table 5) and library personnel (Table 6) yields some indication of the providers' intended CLE focus

When more than one library function was included within the scope of a CLE opportunity, or when a CLEO was intended for more than one library type, it was multiply listed. If more than three functions or types applied, that characteristic of the CLEO was considered "unspecified."

Library function: Of the 347 opportunities only 38% concerned a single library function (Table 4). Most, then, dealt with multiple library functions. The most frequently cited functions are interpretation and use of collection (37%), management (30%), and collection development (28%). Least often included were such basic functions as preparation, storage, and circulation of collections.

Library type: More than half of the CLE opportunities listed in the inventory were intended for general library use, rather than one or more particular library types. Shown in Table 5, substantial proportions of the remaining CLEO's were specifically designed for public (22%) and public school (33%) library personnel. Relatively few opportunities exist regarding the two-year college library/learning resource centers, the academic libraries, or special libraries.

Library personnel: Most (93%) of the CLE opportunities were intended for professional library staff, although some events mentioned suitability also for support staff and volunteers (Table 6). Of the 56 CLEO's that mentioned support staff, those that were designed specifically for support staff were the courses offered at Lenoir Community College and Mars Hill College, plus a few local library association events. Very few opportunities to learn about the library and their roles in it are planned for lay persons, whether as trustees, volunteers or friends. In most cases the volunteers were invited to join employed staff in participating in the event, rather than being the primary audience for the learning opportunity.

Recognition Offered for Participation in CLE

The largest number of CLE opportunities were college courses, so it is not surprising that college credit is awarded for completion of CLE in 60% of the opportunities listed in the inventory (Table 7). A third of the opportunities did not specify any kind of recognition, which may mean that none is offered. Only 15 events were offered for CEU (continuing education unit) credit. Four others gave certification points, toward public school recertification, presumably.

Fees Charged for CLE Opportunities

It is unrealistic to believe that the only costs involved in participating in CLE are the fees. Other costs, such as travel, food, lodging, lost time on the job, books, and so on, depend more on the participant than the event. In order to get some idea, however, of the distribution of costs of CLE, providers were asked to specify any fees involved, using the categories in Table 8. Almost all of the 199 CLEO's that cost more than $50 were college courses at four-year library schools/programs. Fees charged for enrolling in community college courses were considerably lower. Fourteen percent of all opportunities involved no fees, 21% of the CLEO's involved fees less than $50, usually considerably less.

Table 4. Distribution of CLE Opportunities over Library Functions

Library Function	Number of CLEO's	Percentage of Total
Development	96	28%
Organization	31	9%
Preparation	5	1%
Storage	10	3%
Circulation	11	3%
Interpretation	127	37%
Management	105	30%
Information Production	44	13%
Unspecified*	56	16%

N=347

*This includes CLE opportunities which dealt with more than three functions as well as those for which this information was not given.

Table 5. Distribution of CLE Opportunities over Library Types

Library Type	Number of CLEO's	Percentage of Total
Public	76	22%
School	84	24%
Two-Year Colleges	26	7%
Academic	27	8%
Special	22	6%
General/ Unspecified	185	53%

N=347

Table 6. Distribution of CLE Opportunities over Library Personnel Group

Library Personnel	Number of CLEO's	Percentage of Total
Librarians/ Media Specialists/ Learning Resource Coordinators	321	93%
Support Staff	56	16%
Trustees, Volunteers Friends of the Libraries	16	4%
Unspecified	15	4%

N=347

Table 7. Recognition Offered by Providers for CLE Participation

Form of Recognition	Number of CLEO's	Percentage of Total
College credit	207	60%
CEU's	15	4%
Certification points	4	1%
None	6	2%
Unspecified	115	33%
Total	347	100%

Table 8. Fees Charged for CLE Opportunities

Amount of Fees	Number of CLEO's	Percentage of Total
None	47	14%
$5 or less	27	8%
$6 - $10	15	4%
$11 - $25	26	7%
$26 - $50	8	2%
$51 - $100	47	14%
$100	152	44%
Unspecified	22	6%
Variable*	3	1%
Total	347	100%

*If CEU credit was desired the cost in these instances would include both the fee and CEU registration.

Other Information

Other descriptors used in the inventory may be helpful in answering specific questions about planning for CLE, particularly when the data are stored in an easily retrievable format on an accessible computer. At some future time it might be of considerable interest, for example, to see if the format of CLE opportunities includes more variety and greater independence from traditional modes of continuing education than it does now. Similarly, the skill level of the CLE content may, if greater attention is given to CLE for support staff, reflect a broader range of competency. Distribution of CLE opportunities by location, presently categorized by county (or counties, when offered at several places) is another potentially interesting bit of information. All of these data when computerized can be readily available to individuals wishing to explore opportunities for their own CLE, or to planners wishing to aggregate information about one or more aspects of the current picture.

Summary of Major Findings -- Provider Survey

1) The bulk of continuing library education (66%) in North Carolina is provided by post-secondary education institutions, most often in the form of regular courses offered at times accessible to working library personnel.
2) Library associations - statewide, regional, and local - provided 30% of the CLE opportunities available to library personnel in North Carolina.
3) Most CLE is oriented to professional staff in libraries, media centers, and learning resource centers. It is very unusual for opportunities to be designated specifically for either support staff or lay persons involved as trustees, friends, or volunteers.

4) Some specific attention is given to CLE for public and public school library personnel, and even less to CLE for two-year college, academic, and special library staff. The more frequent case is a generic focus, in which the learning opportunity offered is expected to be applicable across all library types.

5) Providers most often served as resources for and initiators of continuing library education. Facilitation of participative CLE planning and consultation to individuals or groups were much less frequently performed provider roles.

6) Cooperation among providers, while evident in some co-sponsorship of CLE, exists more in spirit than in active engagement in joint planning. This may reflect in part the absence of a mechanism or a reason for communication among providers in regard to CLE.

7) The decision as to what CLE to offer appears to be based more on using available resources and responding to currently hot topics than conducting a systematic diagnosis of the interests and concerns of potential consumers. Informal attention is given to consumer requests, and some planning facilitation, as noted above, does occur. This kind of input may not be representative of the potential consumer population.

8) Most instances of CLE opportunities take a very traditional form. This may be very understandable, given the environment in which the largest group of CLEO's, those offered by post-secondary education institutions, are provided. With limited commitment to CLE from the institution, library programs may have to be satisfied with increasing the accessibility of their existing programs rather than redesigning learning opportunities for the field.

9) Only 5% of the CLE opportunities offered CEU credit or certification

points. While regular college credit is offered for the nearly 200 courses included in the inventory, other forms of recognition by providers are minimal.

III. CONSUMER STUDY

Introduction

In order to gain the perspective of present and potential consumers regarding continuing library education (CLE) in North Carolina, a survey was conducted among librarians, learning resource coordinators, and media specialists; support staff; and trustees. These are the library personnel groups for whom continuing educational opportunities currently exist. Their reports on past experience with continuing education and their preferences in regard to future continuing education are significant information for planners of CLE. Information about characteristics of the potential client population sheds further light on the distribution of experience and interest/preferences. The survey was based on these three areas -- past experience, interests and preferences, and job-related characteristics of the respondents.

Because paid staff were likely to have a different experience with continuing library education from the experience of volunteer trustees, it was decided to split the consumer study into two parts. The Consumer Survey was directed to paid library employees. The public library trustees were surveyed separately.

Methodology -- Consumer Survey

Sampling Procedure

The sampling frame for this survey was a stratified list of library units. The following strata (and their sources) were included:

- Public libraries (Statistics and Directory of N.C. Public Libraries, July 1, 1980 - June 30, 1981)

- Public school libraries (The N.C. Education Directory, 1981-82, published by the State Dept. of Public Instruction)
- Two-year college libraries and learning resource centers (Statistics of N.C. University and College Libraries, July 1, 1979 - June 30, 1980)
- Four-year college and university libraries (Statistics of N.C. University and College Libraries, July 1, 1979 - June 30, 1980)
- Special libraries (Statistics of N.C. Special Libraries, July 1, 1979 - June 30, 1980)

The statistics for public, academic, and special libraries were compiled in 1981 by the Division of State Library, N.C. Dept. of Cultural Resources.

The sampling units were individual libraries or, in the case of the public schools, all libraries within the school system. The sampling elements were all permanently employed staff members, full-time and part-time, in the unit. Both professional staff (e.g. librarians, learning resource coordinators, media specialists) and support staff (e.g. library aides, circulation clerks, media aides) were included.

The total sample size was to be 1,400, approximately 1/5 of the library personnel employed in the state's libraries (as determined from the sources cited above). The sample size within each stratum was determined by its proportional representation in the total number of permanent library personnel. Library units were selected using a random numbers table until the number of employees in the selected libraries reached (or slightly exceeded) the appropriate proportion for that stratum.

Data Collection Procedures

Directors or other specified contact persons for the selected libraries were called to explain the study briefly and request their cooperation. If they agreed to participate in the study, they were asked to identify the current number of permanent full-time and part-time staff in their library. (If they could not participate, another library was randomly selected as a replacement.)

A packet was sent to the director of each participating library containing a set of instructions for distribution, collection, and return of the questionnaires, and enough questionnaires and cover letters for all permanent staff members reported. Each questionnaire was enclosed in a plain envelope to be sealed when completed to assure confidentiality. The directors were requested to return all completed questionnaires a week after they had been received and distributed. Follow-up calls to library directors were made after 10 days.

Table 9 shows the sample structure for the Consumer Survey, and the number of surveys returned from each library type. If one assumes that the actual sample size was the number of questionnaires mailed minus the number returned unused (due to staff illness, turnover, or vacations) the rates of return for 'all' and 'usable' (fully completed) questionnaires respectively are shown below:

Library Type	Return Rate, All	Return Rate, Usable
Public Library (56 of 59 units)	247 of 332 = 74%	232 of 332 = 70%
Public Schools (29 of 30 units)	416 of 570 = 73%	405 of 570 = 71%
Two-Year Colleges (11 of 12 units)	71 of 97 = 73%	63 of 97 = 65%
Academic (10 of 10 units)	239 of 274 = 87%	205 of 274 = 75%
Special Libraries (25 of 28 units)	139 of 157 = 89%	127 of 157 = 81%
Total (134 of 139 units)	1112 of 1430 = 78%	1032 of 1430 = 72%

Table 9. Consumer Survey Sample and Returns

Library Type	Mailed	Ret'd Not Used	Not Returned	Ret'd Not Completed	Completed
Public Libraries (59 units) Number of Surveys 3 Not Returned	374	42	85	15	232
Public Schools (30 LEA's) Number of Surveys 1 Not Returned	624	54	154	11	405
Two-Year College (12 units) Number of Surveys 1 Not Returned	99	2	26	8	63
Four-Year Academic (10 units) Number of Surveys All Returned	292	18	35	34	205
Special (28 units) Number of Surveys All Returned	162	5	18	12	127
Total (139 units) Number of Surveys	1551	121	318	80	1032

Note: Questionnaires were returned from the remaining two-year college library and two public libraries after the data analysis had been completed, resulting in a 98.6% return rate.

Overall, the rate of return was unusually high for survey research. It should be pointed out that several unanticipated factors influenced the return rates. In the case of public schools, the survey occurred at the end of the school year when staff were closing libraries and media centers for the summer. Many individuals, and one whole school system, returned their questionnaires with a note that there was not time to complete them at that time.

Among two-year colleges, where 'learning resource centers' are more prevalent than 'libraries', the relatively low response rate may have been due in part to perception of continuing library education as irrelevant to their staff. Many comments to this effect were received from individuals in the community colleges. Many public school media personnel also considered library-related concerns irrelevant.

Instrument development

Keeping in mind the concern for 1) past experience with continuing education for library personnel, 2) interests and preferences in regard to future continuing library education, and 3) selected characteristics of the potential client population, a large set of items for a self-administered questionnaire was generated. These were reviewed by staff members at the State Library. A revised (and abbreviated) version was pretested with staff of the Wake County Public Library. Following additional revisions, a subsequent pretest was conducted with Durham County School library personnel, and with one section of the North Carolina State University library. The instrument was considered to be clear both in content and instructions, and no further pretesting was done. A copy of the Consumer Survey and of the cover letter are appended.

Data Analysis

Frequency distributions were computed for all of the information from respondents in each library type. In addition, cross-tabulations were prepared to show differences (if any) in experience and interests between professional staff and support staff.

Characteristics of the Consumer Respondents

Personnel Categories

Of the library personnel who returned usable questionnaires, 57% were professional staff -- librarians, media specialists, learning resource coordinators, and the like. About a third (35%) were support staff, and only 8% checked themselves as 'other' or did not respond to that item. This distribution was not the same across library types, with especially obvious differences in public libraries and school libraries (Table 10).

Table 10. Proportions of Respondents in Personnel Categories, by Library Types

Personnel Category	Library Type					
	Public	School	Two-Year	Academic	Special	Total
Librarians/ Media Professionals	29%	81%	56%	43%	50%	57%
Support Staff	51	14	40	51	42	35
Unspecified	20	4	4	6	7	8
	N=232	N=405	N=63	N=205	N=127	N=1032

(Note: Proportions may not add to 100% due to errors in rounding.)

In public libraries more than half the responses came from support staff, reflecting the fact that professionally-trained librarians are in a minority in that library type. The opposite was true in public school libraries, where 81% of the responses came from professionals. Although more than 20% of public school library staff hold support positions, many apparently felt that the questionnaire -- or continuing library education -- did not apply to them, and returned it unused with a note to that effect.

Years in Present Position

Table 11 shows how long the respondents had been employed in their present positions. Overall, nearly a quarter (24%) had held their jobs two years or less. Almost as many (22%) had been in the same position for at least 11 years, with the remainder more likely to be employed less than six years than 7 - 10 years. Again, the distribution of years in the same position is not the same across library types. The public libraries, for example, have a larger proportion (32%) of new employees, while the public school libraries have a smaller proportion (15%) of new staff and a larger proportion (29%) of 'old-timers'. Since the community colleges and technical institutes/colleges have been in existence less than 20 years in North Carolina, it is not surprising that personnel in their libraries and learning resource centers have held their jobs for fewer years, in general, than staff in other library types. Both academic and special libraries have a higher than average proportion of new employees, with the special libraries having the smallest proportion of library personnel who have been in their present positions more than 10 years.

Table 11. Years in Present Position, by Library Type

No. of Years	Percentage of Respondents					
	Public	School	Two-Year	Academic	Special	Total
Up to 2	32%	15%	22%	28%	35%	24%
3 - 4	18	19	23	13	21	18
5 - 6	13	12	13	10	13	12
7 - 10	16	23	20	16	12	9
11 or more	17	29	12	27	10	22
No Information	(4%)	(2%)	(10%)	(6%)	(9%)	(4%)
Range	1-34 yrs.	1-27 yrs.	1-19 yrs.	1-31 yrs.	1-27 yrs.	1-34 yrs.
	N=232	N=405	N=63	N=205	N=127	N=1032

It is assumed that continuing education is an investment that increases the effectiveness of staff at any point in their job tenure, although some organizations prefer to offer no more than minimal support for continuing education until employees have been on the job for a year or two. Individual staff members may have limited interest in their own development in the last year or two before retirement. Between the initial years on the job and the last pre-retirement years, however, is a large proportion of library personnel in every type of library.

Years Since Last Library-Related Degree

Among those staff members who hold library-related degrees (about 55% of the respondents) one-eight has acquired them within the last two years (Table 12). Ten years or more have gone by for two-fifths of these respondents since their last degree. Recognizing the magnitude of change that has occurred in library science within only the last five years, it is not inappropriate for at least four out of five of the degreed respondents to be undertaking one or more forms of CLE. (It should be noted that not all library types have the same proportion of staff with library-related degrees. Only 27% of public library personnel, for example, indicated that they held such degrees.)

Table 12. Years Since Last Library-Related Degree, by Library Types

No. of Years	Percentage of Respondents					
	Public	School	Two-Year	Academic	Special	Total
Up to 2	4%	9%	15%	5%	10%	7%
3 - 4	4	10	11	4	11	7
5 - 6	6	10	6	7	13	9
7 - 10	5	17	9	11	10	12
11 or more	8	30	10	21	10	20
Not applicable, No information	(73%)	(24%)	(47%)	(52%)	(46%)	(45%)
Range	1-41 yrs.	1-40 yrs.	1-28 yrs.	1-40 yrs.	1-29 yrs.	
	N=232	N=405	N=63	N=205	N=127	N=1032

Membership - Library Associations

One other descriptor of the respondents that would influence the nature and extent of their CLE participation is their involvement in professional associations. A major function of library associations is to provide continuing professional development for their members. The survey instrument asked respondents whether they belonged to the American Library Association and its sections, the North Carolina Library Association and its sections, and any local, regional, or other associations. Table 13 shows the affiliations of library staff in each library type. With few exceptions, support staff did not belong to professional associations. A relatively small proportion of professional staff belonged to ALA, the national association. The largest percentage (18%) of ALA members was in the academic libraries, the smallest (5%) was in the special libraries. More persons belonged to the state library association (NCLA) and to regional and/or local library assocations. Membership in library associations was least prevalent among staff in two-year college libraries and learning resource centers; written comments on the questionnaires suggest that

Table 13. Library Association Membership of Respondents, by Library Types

Association	Percentage of Respondents				
	Public	School	Two-Year	Academic	Special
Amer. Lib. Assoc. (ALA)	13%	11%	10%	18%	5%
ALA Section(s)	8	6	6	13	4
NC Lib. Assoc. (NCLA)	23	41	18	32	10
NCLA Section(s)	15	25	13	18	6
Regional, Local	22	23	16	32	21
Other	8	8	33	13	35
None Mentioned	47	41	46	44	47
	N=232	N=405	N=63	N=205	N=127
Belonged to Non-Library Associations from which they received CLE	5%	10%	14%	12%	9%
Received CLE from other providers	22	25	31	18	29

library associations are not perceived to be centrally relevant to the concerns of learning resource center staff.

It should be noted that only 14% of the public school library respondents indicated that they were support staff, yet 41% of all respondents from the schools mentioned no professional affiliations with library associations. This suggests that the public schools may lend little if any support to this source of professional development for their library and media center staff.

A small proportion from each library type belonged to other (non-library) associations from which they received continuing education; a larger group from each library type received CLE from other (non-membership association) providers.

Past Experience with CLE

Participation in CLE

Tables 14 - 18 show the percentages of respondents from each library type with the number of days they reported participating in continuing library education in fiscal years 1981 and 1982. It will be noted that, with the exception of the public school library group, there was a substantially larger 'no response' group in FY 81 than in FY 82. This can be attributed to two things -- staff having been hired within the last year and therefore not considering it appropriate to respond for the previous year, and others not responding because they could not recall their experience in the previous year. Otherwise, there was little difference in participation between the two years.

The proportions of respondents for each response category in the number of days of CLE participation per year was averaged for both years. The

Table 14. Respondents' Participation in CLE, Public Libraries

No. of Days	Percentage of Respondents Reporting CLE	
	FY 81	FY 82
0 - 1	31%	33%
2 - 3	11	13
4 - 5	11	13
6 - 8	6	10
9 - 11	2	2
12 or more	13	13
No info.	26%	16%
	N=232	N=232

Table 15. Respondents' Participation in CLE, Public School Libraries

No. of Days	Percentage of Respondents Reporting CLE	
	FY 81	FY 82
0 - 1	11%	16%
2 - 3	26	21
4 - 5	19	15
6 - 8	9	10
9 - 11	4	6
12 or more	17	21
No info.	13%	12%
	N=405	N=405

Table 16. Respondents' Participation in CLE, Two-Year College Libraries

No. of Days	Percentage of Respondents Reporting CLE	
	FY 81	FY 82
0 - 1	19%	21%
2 - 3	8	11
4 - 5	9	14
6 - 8	8	6
9 - 11	9	9
12 or more	24	29
No info.	22%	9%
	N=63	N=63

Table 17. Respondents' Participation in CLE, Academic Libraries

No. of Days	Percentage of Respondents Reporting CLE	
	FY 81	FY 82
0 - 1	19%	22%
2 - 3	22	23
4 - 5	12	12
6 - 8	10	10
9 - 11	6	6
12 or more	17	15
No info.	15%	11%
	N=205	N=205

Table 18. Respondents' Participation in CLE, Special Libraries

No. of Days	Percentage of Respondents Reporting CLE	
	FY 81	FY 82
0 - 1	35%	35%
2 - 3	20	21
4 - 5	13	15
6 - 8	9	7
9 - 11	2	5
12 or more	9	10
No info.	13%	6%
	N=127	N=127

resulting figures, compared across library types, are shown in Table 19. The pattern for the total group is bimodal, with a significant proportion (22%) reporting that their annual participation in CLE, if any, was a day or less. Almost as many (20%) indicated that they had participated in CLE for two or three days per year. Time devoted to CLE was reported by fewer library personnel as the number of days increased, up to the '12 or more days per year' category (16%). Most college courses would fall within this category, which may account for the increased proportion of participants.

Table 19. Respondents' Participation in CLE, by Library Type

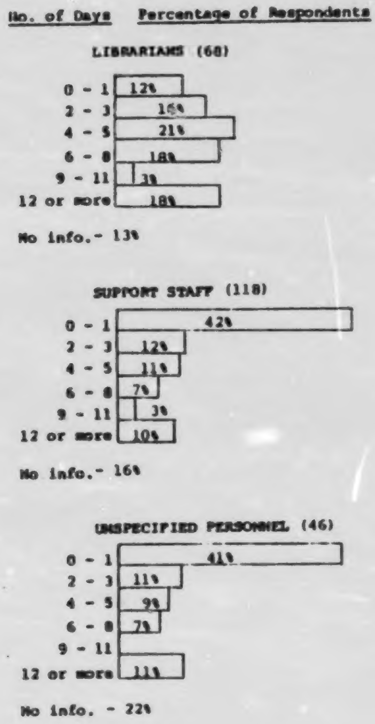
No. of Days	Average Percentage of Respondents Reporting, FY 81 & FY 82 Library Types					
	Public	School	Two-Year	Academic	Special	Total
0 - 1	32%	13%	20%	20%	35%	22%
2 - 3	12	24	10	23	20	20
4 - 5	12	17	12	12	14	14
6 - 8	8	10	7	10	8	9
9 - 11	2	5	9	6	3	5
12 or more	13	19	26	16	10	16
No info.	(21%) N=232	(12%) N=405	(16%) N=63	(13%) N=205	(9%) N=127	(14%) N=1032

There is variation across library types, although the bimodal pattern holds in most cases. One exception is the special library personnel group, where only 10% fell into the '12 days or more' category. Both public and special libraries had larger than average proportions (32% and 35% respectively) of staff who spent one or no days in CLE. For public libraries this may be related to the large proportion of support staff who responded to the survey, but who noted that they were not encouraged to continue their job-related education.

Figures 1 - 5 display differences in CLE participation in FY 82* among professionals, support staff, and unspecified personnel in each type of library. It is quite clear that in all but the two-year colleges, library

Figure 1.

Participation in CLE Activities, FY 82, Public Libraries



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*Only data for FY 82 are shown to minimize possible differences in proportion of newly hired staff and accuracy of recognition among personnel groups.

Figure 2.

Participation in CLE Activities, FY 82, Public School Libraries

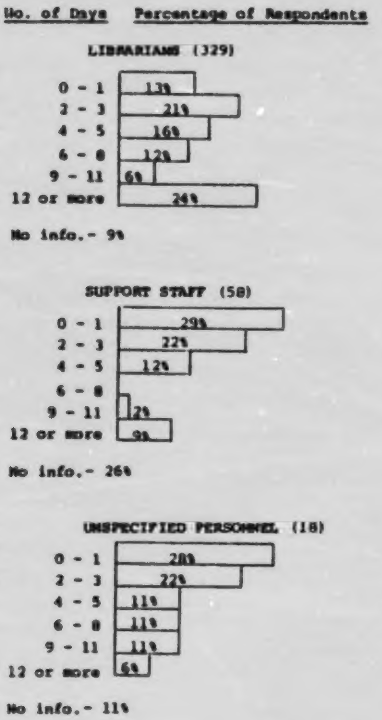


Figure 3.

Participation in CLE Activities, FY 82, Two-Year College Libraries

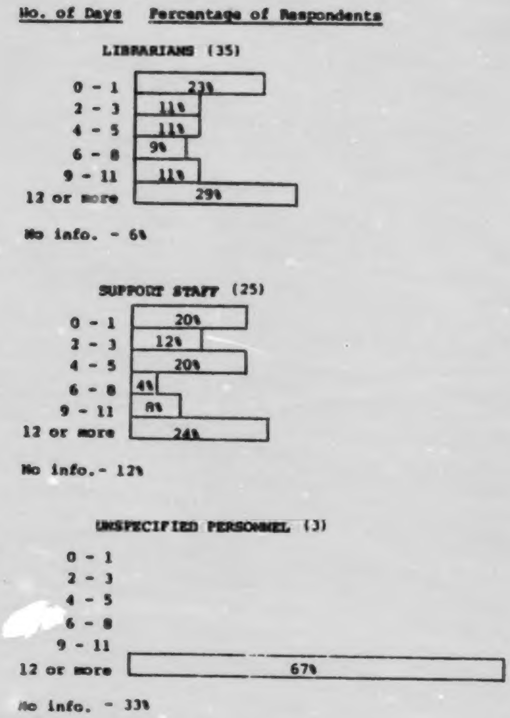


Figure 4.

Participation in CLE Activities, FY 82, Academic Libraries

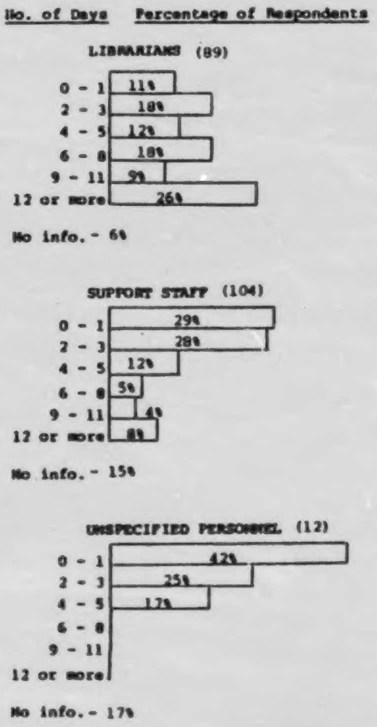
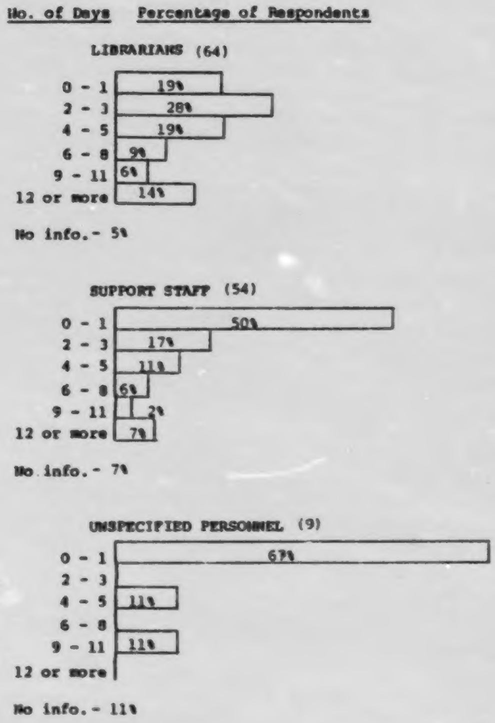


Figure 5.

Participation in CLE Activities, FY 82, Special Libraries



support staff are much more likely to have participated in much less continuing library education than professional staff. In the learning resource centers and libraries of the two-year colleges, however, there is little difference in CLE participation between professionals and support staff.

Sources of CLE Information

Several publications widely distributed among libraries in the state include information about continuing library education. Respondents were asked whether information from periodicals and three other sources (direct mail, employers, and co-workers) reached them, and whether CLE information from each was actually used. Table 20 indicates the percentages of respondents in the total sample who have 'received, not used for CLE' and 'received, used for CLE' information from each source. It is apparent that some sources

Table 20. Sources of CLE Information, Total Sample

Source	Percentage of Responses	
	Received, Not Used for CLE	Received, Used for CLE
American Libraries	15%	6%
Flash	8	6
Library Journal	25	11
Tarheel Libraries	23	16
Direct Mail	15	33
Employer/Supervisor	13	57
Friends/Co-workers	13	35
Other	3	12

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*One source listed in the questionnaire was Calendar, a sheet listing dates of interest to public library personnel and distributed by the State Library to public libraries in North Carolina. Respondents in other types of libraries indicated that they receive Calendar, raising a question as to the referent they had in mind. Because of the questionable validity of responses regarding this source, it has been omitted from the analysis.

of CLE information are much more widely available to library personnel than others. Publications, for example, are not so accessible to library personnel as direct mail or personal contact. Some publications (e.g. *Tarheel Libraries*, *Library Journal*) are more widely read (whether or not they are used for CLE information) than others.

One question this raises is whether access to and use of CLE information is similar across all library types. Table 21 shows the rank order of accessibility of these information sources for each library type. Employers/supervisors are the most ubiquitous source for all library types. Within the top four sources, although not necessarily in the same rank order in each library type, are friends/co-workers. Direct mail is in the top four for all libraries except public libraries, where *Flash*, a newsletter produced by the State Library, is the second most available source. *Tarheel Libraries*, also published by the North Carolina State Library, is in the top four sources for all library personnel except those in two-year college and academic libraries.

Table 21. CLE Information Sources Rank Ordered by Access, by Library Type (with Percentages of Those Using for CLE Information)

Library Type				
Public	School	Two-Year	Academic	Special
Employer/Super. (78%)	Employer/Super. (86%)	Employer/Super. (89%)	Employer/Super. (75%)	Employer/Super. (78%)
Flash (51%)	Direct Mail (68%)	Direct Mail (76%)	Friends/Co-workers (75%)	Friends/Co-workers (69%)
Tarheel Libraries (29%)	Friends/Co-workers (77%)	*Lib. Journal* (26%)	Direct Mail (72%)	*Tarheel Libraries* (22%)
Friends/Co-workers (62%)	*Tarheel Libraries* (49%)	Friends/Co-workers (85%)	*Amer. Libraries* (32%)	Direct Mail (68%)
Direct Mail (58%)	*Lib. Journal* (42%)	*Tarheel Libraries* (50%)	*Tarheel Libraries* (54%)	*Lib. Journal* (18%)
Lib. Journal (19%)	*Amer. Libraries* (31%)	*Amer. Libraries* (15%)	*Lib. Journal* (31%)	*Amer. Libraries* (35%)
Amer. Libraries (22%)	*Flash* (65%)	*Flash* (50%)	*Flash* (13%)	*Flash* (14%)
Other (76%)	Other (85%)	Other (80%)	Other (76%)	Other (79%)

In the two-year college libraries/learning resource centers the Library Journal is more widely available; among academic library personnel, American Libraries (a publication of ALA) is more often received.

Access to information is important; more important is the reported use of that information by the potential consumer population. Table 21 indicates in parentheses below each information source the proportion of respondents actually using that source for CLE information. This index of utilization makes clear that direct, personal contact is more effective than most periodicals.

It is possible that access and use vary by personnel group. Figures 6 - 10 show the proportions of librarians (i.e. professional staff, whether their title is librarian or something else) and support staff who reported access to each source. In all cases except access to supervisors in special

Figure 6.

Access to Information about Continuing Library Education, Public Libraries

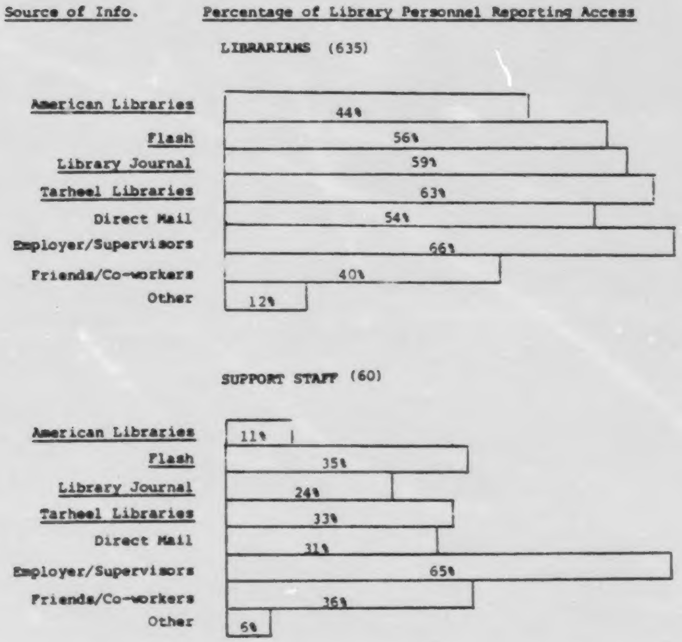


Figure 7.

Access to Information about Continuing Library Education, Public School Libraries

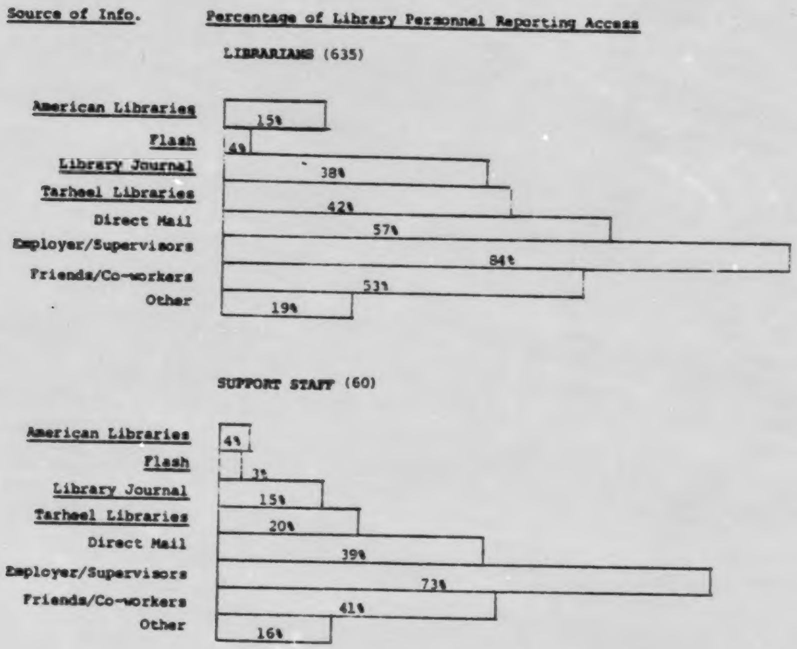


Figure 8.

Access to Information about Continuing Library Education, Two-Year College Libraries

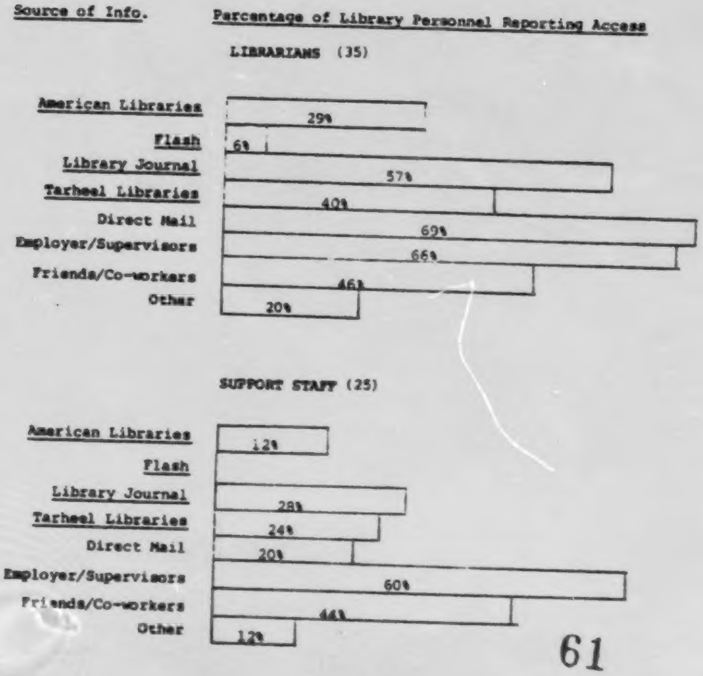


Figure 9.

Access to Information about Continuing Library Education, Academic Libraries

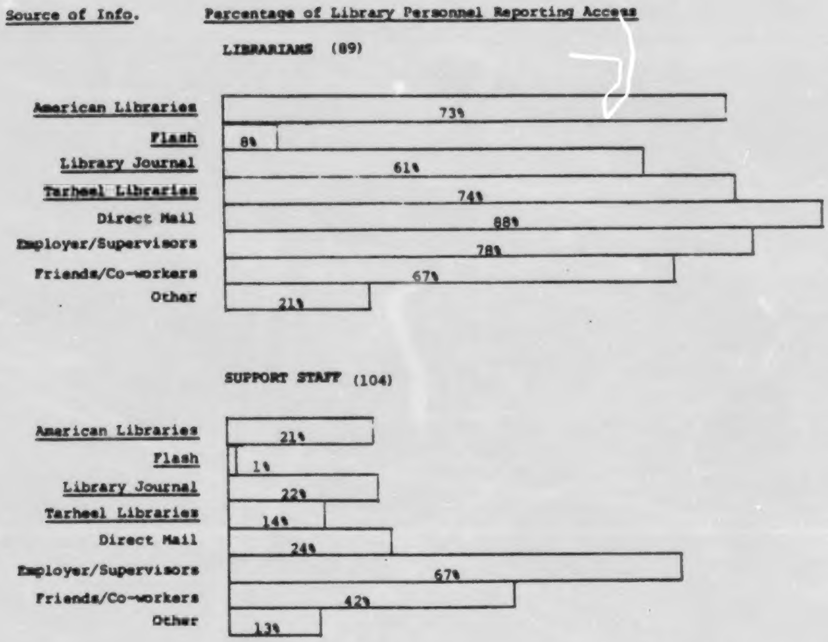


Figure 10.

Access to Information about Continuing Library Education, Special Libraries

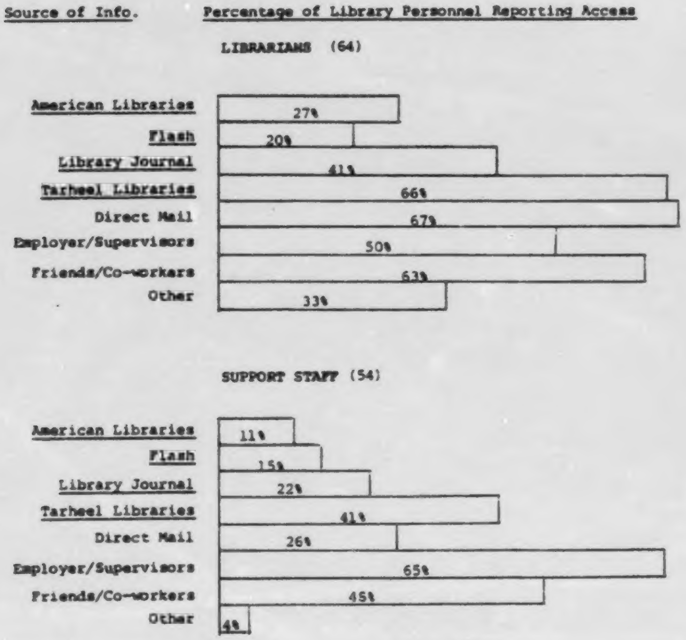


Figure 11.

Use of Information about Continuing Library Education Opportunities, Public Libraries

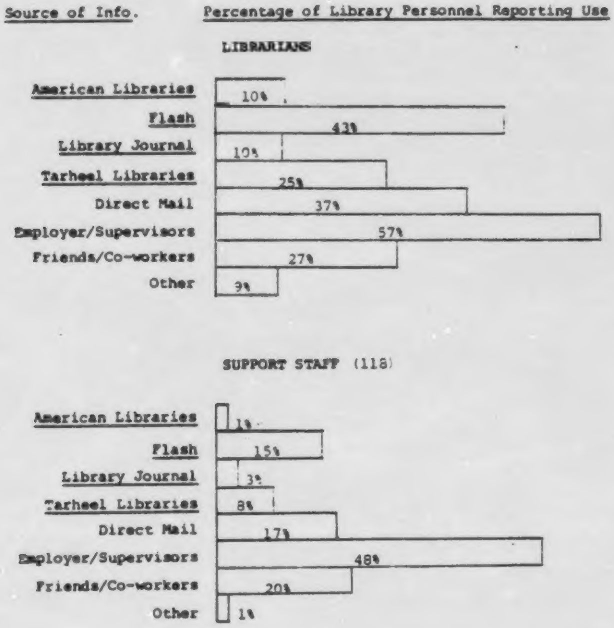


Figure 12.

Use of Information about Continuing Library Education Opportunities, Public School Libraries

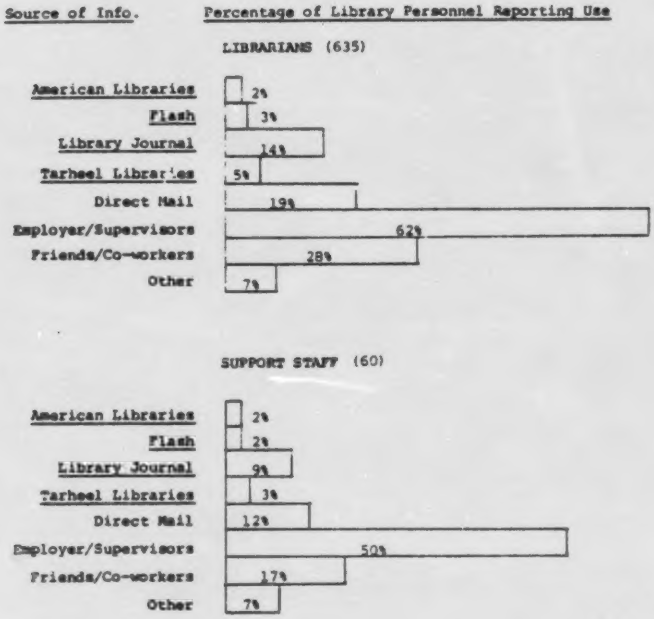
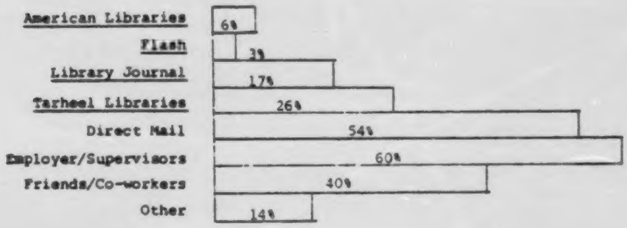


Figure 13.

Use of Information about Continuing Library Education Opportunities, Two-Year College Libraries

Source of Info. Percentage of Library Personnel Reporting Use

LIBRARIANS (35)



SUPPORT STAFF (25)

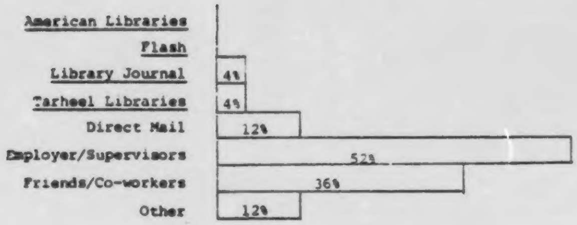
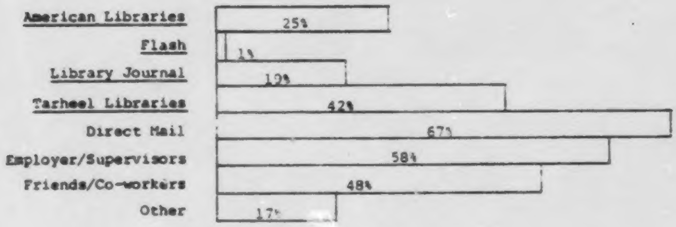


Figure 14.

Use of Information about Continuing Library Education Opportunities, Academic Libraries

Source of Info. Percentage of Library Personnel Reporting Use

LIBRARIANS (89)



SUPPORT STAFF (104)

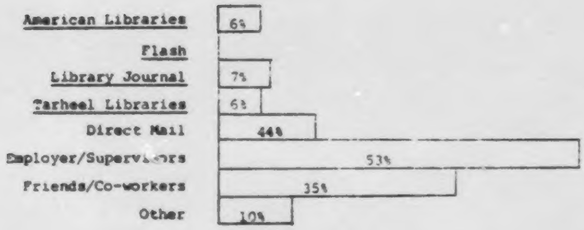
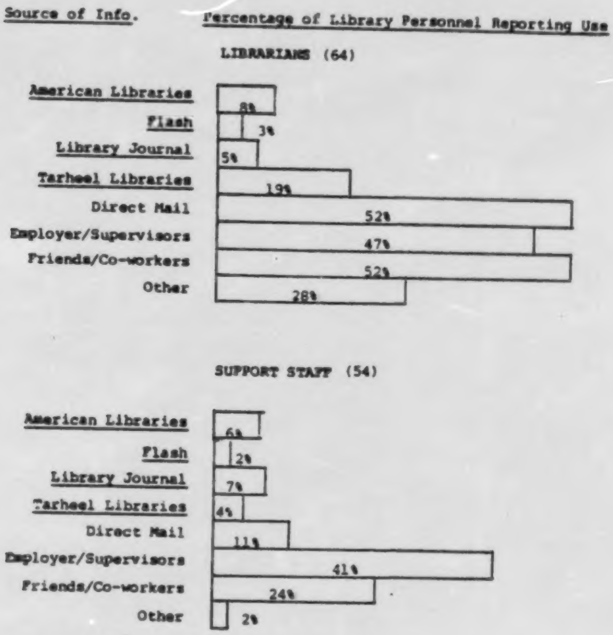


Figure 15

Use of Information about Continuing Library Education Opportunities, Special Libraries



libraries, the professional staff have somewhat greater access to CLE information sources than do support staff. When it comes to use of CLE information, however, the pattern (if not the magnitude) of reported use is very similar (Figures 11 - 15). One difference can be noted in the two-year college libraries where virtually no support staff use periodicals for CLE information.

Recent Significant CLE Activities

In order to gain some understanding of the CLE activities which the consumer population found significant for their continued learning, respondents were asked to describe up to three experiences in the last two years which had been important in their own job-related development. The number reported varied across library types, with public school library personnel averaging 1.85 significant experiences, academic library personnel reporting an average of 1.66, two-year college and special library personnel reporting 1.56 and

1.55 respectively, and public library personnel reporting only 1.25 significant CLE experiences. The high and low figures may be at least in part attributable to the smaller and larger proportions of support staff in the public school and public library respondents, respectively.

In order to examine the relationship between personnel status and number of significant CLE activities reported, Figures 16 - 20 were constructed. It is clear that professional staff in all library types reported the maximum of three CLE activities much more often than support or unspecified personnel. Also apparent is the greater frequency of no significant CLE activities reported by the support staff.

Figure 16.

Recent Significant CLE Activities, Public Libraries

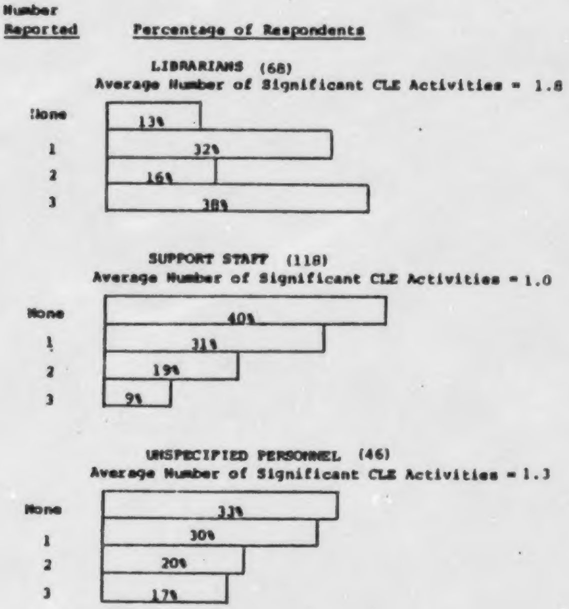


Figure 17.

Recent Significant CLE Activities, Public School Libraries

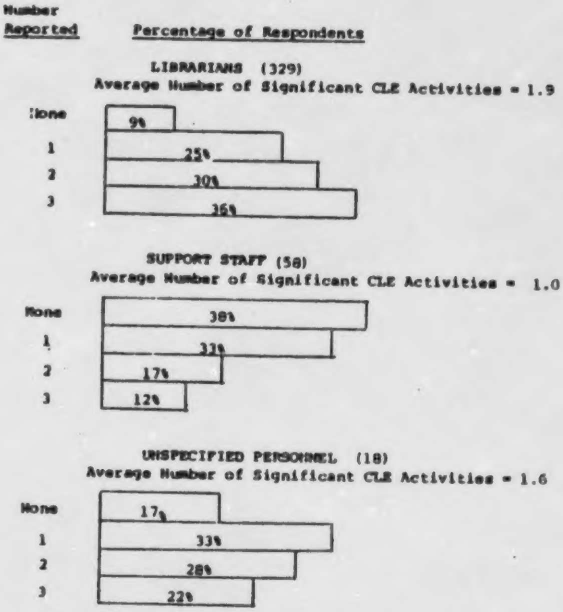


Figure 18.

Recent Significant CLE Activities, Two-Year College Libraries

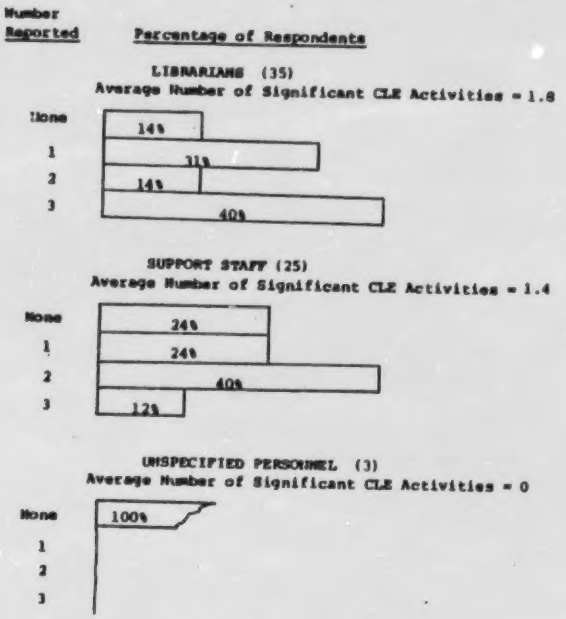


Figure 19.

Recent Significant CLE Activities, Academic Libraries

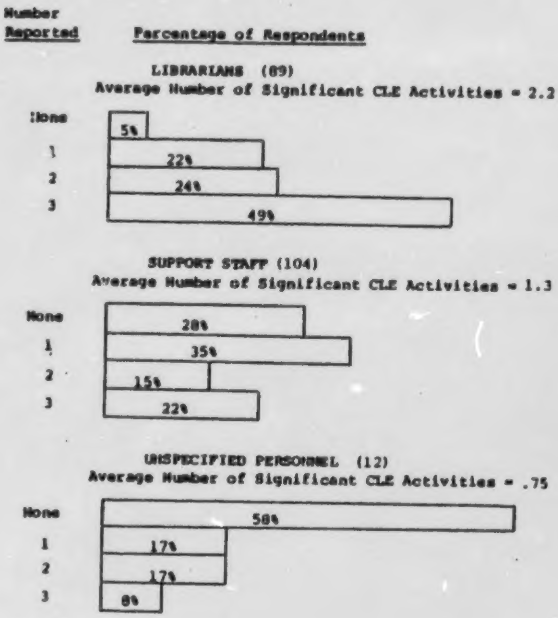
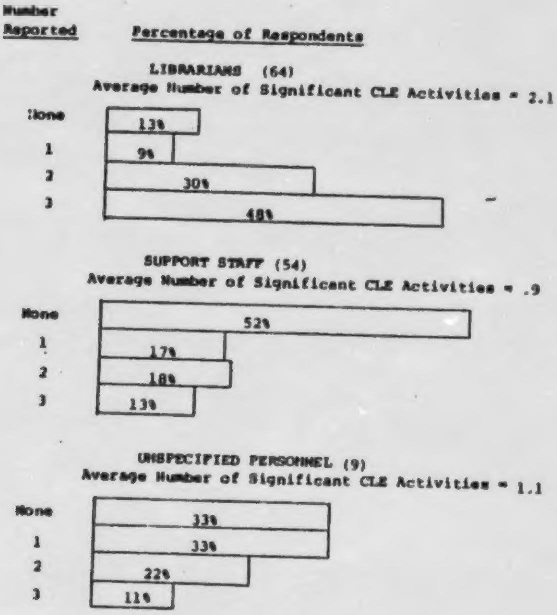


Figure 20.

Recent Significant CLE Activities, Special Libraries



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Types of CLE: Table 22 shows the distribution of recent significant CLE activities by type of activity for each library type. Workshops were most frequent for personnel in all five library types, followed by conferences for public library personnel and college (both two-year and four-year) library staff. Among the special library staff, conferences were almost as likely to be significant CLE activities as short courses. In the public school sample, college courses (perhaps to fulfill certification requirements) were more frequent than conferences. Short courses (except for special library staff), and self-directed learning projects were infrequently among the types of recent significant CLE activities. Lectures were not significant events for public, public school, and two-year college library staff, although they enjoyed more popularity among academic and special library

Table 22. Types of Recent Significant CLE Activities, by Library Type

CLE Type	Percentage of Reported Activities Library Type				
	Public	School	Two-Year	Academic	Special
Workshop	60%	59%	44%	34%	52%
Conference	15	11	21	22	14
Lecture	6	3	2	13	9
College Course	7	16	12	10	5
Short Course	3	4	6	4	15
Self-Study	4	3	5	6	4
Other	4	4	9	11	3
No. of Significant CLE Activities	291	723	98	340	197
Average number of Significant CLE Activities	1.25	1.85	1.56	1.66	1.55
No. of Respondents	232	405	63	205	127
No. of Respondents Reporting No Significant CLE Activities	75 (32%)	56 (14%)	16 (25%)	43 (21%)	40 (31%)

Figure 21.

Types of Recent Significant CLE Activities, Public Libraries

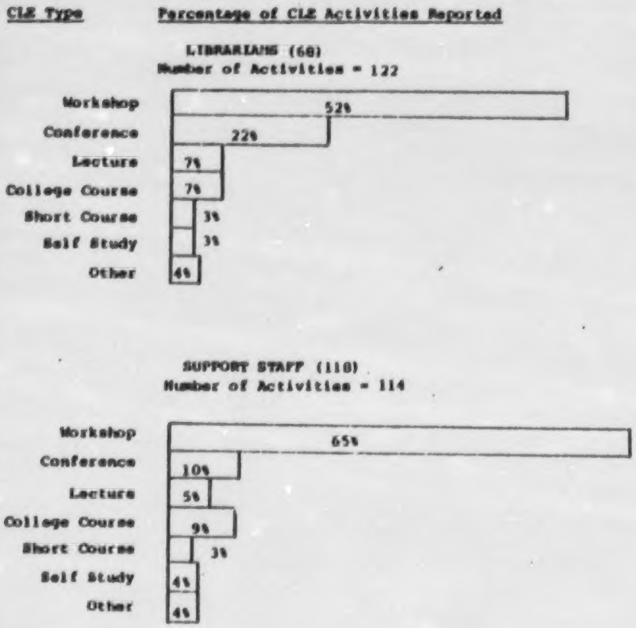

Figure 22.

Types of Recent Significant CLE Activities, Public School Libraries

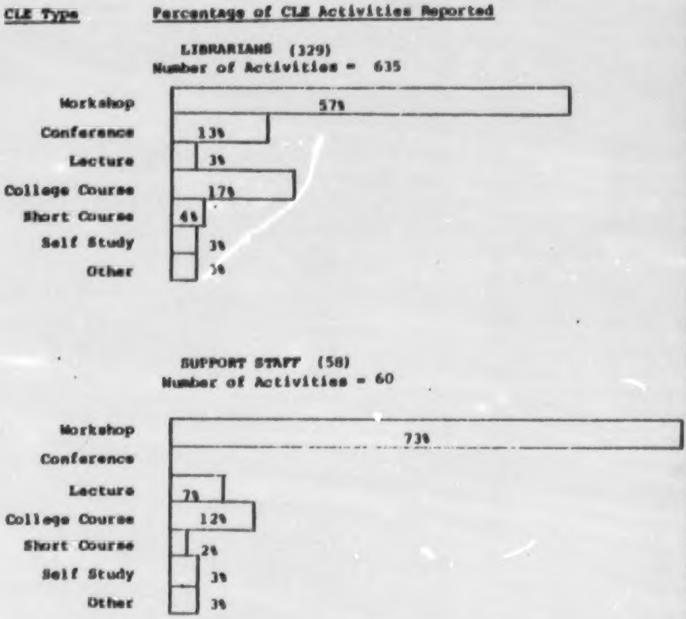

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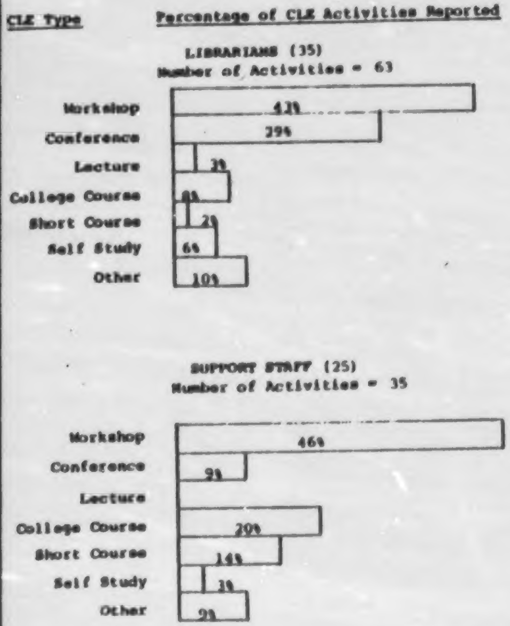
Figure 23.

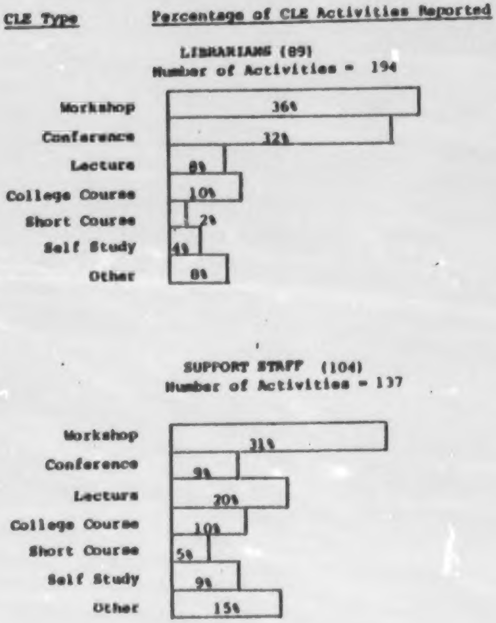
Types of Recent Significant CLE Activities, Two-Year College Libraries


LIBRARIANS (35)
Number of Activities = 63

SUPPORT STAFF (25)
Number of Activities = 35

Figure 24.

Types of Recent Significant CLE Activities, Academic Libraries


LIBRARIANS (89)
Number of Activities = 194

SUPPORT STAFF (104)
Number of Activities = 137

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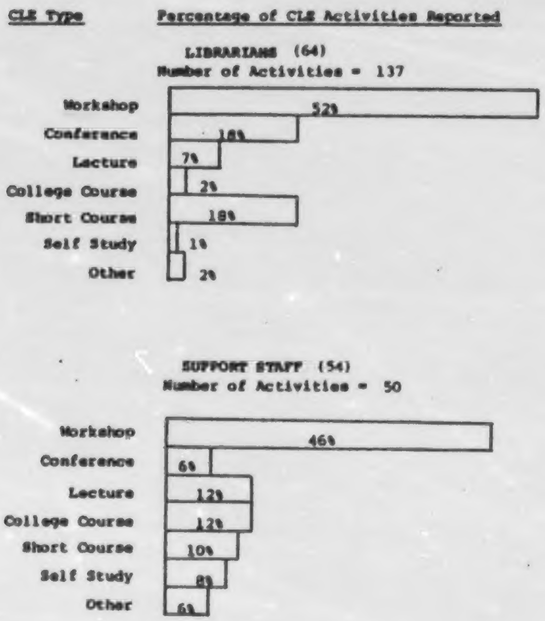
Figure 25.

Types of Recent Significant CLE Activities, Special Libraries



personnel. With some exceptions, the more involving events (workshops and conferences) appeared to be the most frequent forms of significant CLE in the last two years.

Figures 21 - 25 display the types of recent significant CLE activities reported by librarians and support staff. It appears that the types of CLE were very similar for both personnel groups in all library types, with few exceptions. One exception is the greater frequency of conferences reported by professional staff. This probably reflects the fact that professionals are much more likely to belong to professional associations, the major initiator of conferences for library personnel.

Sponsors: An important aspect of CLE is who sponsored (provided) it. Table 23 arrays in rank order of frequency the sponsors of the recent significant CLE activities reported by respondents from each library type. Among

Table 23. Sponsors of Recent Significant CLE Activities, by Library Type (with Percentages of Reported Activities Sponsored by Each)

	Library Type				
	Public	School	Two-Year	Academic	Special
	State Library (24%)	Employer (38%)	In-state Lib. Assoc. (29%)	Employer (26%)	Employer (21%)
	Employer (20%)	State DPI (23%)	PSE Institution (21%)	In-state Lib. Assoc. (22%)	In-state Lib. Assoc. (17%)
	PSE Institution (16%)	PSE Institution (21%)	Employer (13%)	PSE Institution (12%)	Out-state Lib. Assoc. (14%)
	In-state Lib. Assoc. (14%)	In-state Lib. Assoc. (7%)	State D.C.C. (12%)	Out-state Lib. Assoc. (7%)	PSE Institution (9%)
	Other N.C. Assoc. (3%)	Self-Directed (2%)	Self-Directed (4%)	Self-Directed (4%)	Other Non-N.C. Assoc. (8%)
	Out-state Lib. Assoc. (3%)	Other N.C. Assoc. (1%)	Other N.C. Assoc. (3%)	State Library (3%)	State Library (3%)
	Other Non-N.C. Assoc. (3%)	Other Non-N.C. Assoc. (1%)	Out-state Lib. Assoc. (2%)	Other Non-N.C. Assoc. (3%)	Other N.C. Assoc. (2%)
	Self-Directed (2%)	Out-state Lib. Assoc. (.0%)	Other Non-N.C. Assoc. (2%)	Other N.C. Assoc. (.0%)	Self-Directed (.0%)
	Other (6%)	Other (3%)	Other (10%)	Other (13%)	Other (19%)
No Info.	(8%)	(4%)	(3%)	(9%)	(6%)
No. of Significant CLE Activiies	291	723	98	340	197

the top three sponsors across all library types is the employing organization, with percent of CLE activities sponsored ranging from a low of 13% for two-year college libraries/learning resource centers to a high of 38% for public school libraries/media centers. Institutions of post-secondary education (PSE) were among the top three CLE sponsors for all types of libraries except special, where in-state and out-of-state library-related associations more frequently sponsored the recent significant CLE activities reported. For two-year college and academic library personnel, in-state library-related associations (e.g. NCLA, NCCCLRA) were in the top three sponsor list. It should be noted that for two-year college library personnel, the staff development office of the Nortn Carolina Department of Community Colleges was regarded as the sponsor of significant CLE nearly as often as the local community technical colleges for which the respondent worked. The State Department of Public Instruction was a CLE leader for the public school library personnel, with nearly two-fifths of the respondents in that group citing the August workshops among their significant CLE activities. For public libraries, the State Library had sponsored more than one-fifth of the significant CLE reported.

Distance Traveled to CLE: One consideration expected to make a difference to participation in CLE was its accessibility to the consumer. Descriptions of recent significant CLE activities included the distance traveled to those events. The distribution of events by distance from place of work varied considerably by library type (Table 24). Academic library personnel reported the largest proportion (32%) of their significant CLE to be held at their workplace. Two-year college (24%) and special (23%) libraries were next most likely to report CLE held at the job site. For public library staff (5%) and school library personnel (10%) the workplace was infrequently the location of significant CLE. However, for the public school group, nearly

Table 24. Distance Traveled to Recent Significant CLE Activities, by Library Type

Miles to CLE Activity	Percentages of Significant CLE Activities				
	Public	School	Two-Year	Academic	Special
At work	5%	10%	24%	32%	23%
1 - 10 miles	18	28	4	11	22
11 - 25 miles	8	17	1	5	9
26 - 50 miles	13	18	16	13	6
51 - 100 miles	26	11	11	10	7
101 - 200 miles	11	5	16	8	6
201 - 300 miles	4	1	8	5	6
301 - 600 miles	2	1	2	5	6
601 - 4,000 miles	2	-	6	4	3
>4,000 miles	-	-	-	<1	-
No. info.	11%	9%	10%	6%	12%
No. of CLE Activities	291	723	98	340	197

three-fourths (73%) of recent significant CLE activities were located within a 50-mile radius, and half that often within a 10-mile radius, presumably within the same school system. Public and two-year college library personnel described at least half of their reported CLE activities as being further than 50 miles from work, in contrast to personnel in the other three library types. Very few significant CLE activities (less than 10%) were reported beyond 300 miles from the job. This may reflect restrictions on out-of-state travel imposed by resource limitations.

Costs of CLE: The cost to participants of the CLE activities reported as significant is indicated on Table 25. For all library types, the most frequent occurrence was the 'no cost' event, with a range from 34% (two-year college) to 54% (public schools). (While it is refreshing to observe that the better things in life may be perceived as free, it should be noted that there were costs involved, probably borne, for example, by the State Department of Public Instruction in the case of the public schools, and by employers in other library types.) In general, those CLE activities which cost more than $100 were college courses and conferences. Workshops, self-directed study, and employer-sponsored short courses were likely to involve little if any costs to the participant.

Table 25. Cost of Recent Significant CLE Activities, by Library Type

Cost Range	Percentage of Significant CLE Activities				
	Public	School	Two-Year	Academic	Special
No Cost	35%	54%	34%	36%	41%
Less than $25	26	21	16	26	12
$25 - $100	18	14	22	15	26
More than $100	13	9	23	18	19
No info.	(8%)	(3%)	(4%)	(5%)	(2%)

Who Paid CLE Costs: Respondents were asked who paid the costs, if any, of their recent significant CLE activities. For all library types except the public schools, the employer most often picked up the tab (Table 26), occasionally with cost-sharing by the respondent and the employer. In the case of the public school library personnel, costs, in the relatively few cases where they were involved, were most often paid by the library staff member involved. This was the case where the employee took a library-related college course. It was also likely when nearby CLE events required no registration fees, but some travel expenses were involved. Examples of "other" support sources included awards of LSCA funds administered through the State Library, and industry-sponsored grants-in-aid to personnel in special libraries.

Table 26. Who Paid for Recent Significant CLE Activities, by Library Type

Support Source	Percentage of Significant CLE Activities				
	Public	School	Two-Year	Academic	Special
No Cost	35%	54%	34%	36%	41%
Self	17	30	11	21	18
Employer	34	8	42	33	32
Self & Employer	2	4	7	5	7
Other	9	2	2	2	1
No info.	(3%)	(3%)	(4%)	(3%)	(1%)

Displeasing Aspects of Past CLE Experiences

In order to probe into the negatively significant aspects of previous CLE experiences, respondents were asked what, if anything, they had found displeasing. Because a large proportion of the respondents had not participated in continuing library education previously, the size of the "none" response (Table 27) may be misleading. Obviously it is difficult to cite the "bads" in non-existent experiences. The most frequent category of complaint extracted from the responses from all library types was the inappropriateness or irrelevance of continuing education for the particular tasks or settings of the learners. For example, in public libraries the branch librarians pointed out that their responsibilities were different from staff in the main library. Media specialists in public schools found much traditional library education irrelevant to their focus; similarly, learning resource center personnel did not feel library-oriented educational experiences were directed to them. Generic CLE often did not address the greater specialization of library staff in academic and special libraries.

Cost was by no means the most displeasing aspect of CLE among staff in any library type, nor was distance or time. This suggests that these might be barriers to participation, but once overcome, were not a frequent source of irritation.

The main themes that emerged in the "bads" of previous CLE are listed in Table 27. The "other" category contains items mentioned only once or twice. For example, one person commented on the quality of the food, another mentioned poor visuals. Various aspects of the conduct or planning of CLE events were found displeasing, but not by more than a handful of respondents.

Table 27. Displeasing Aspects of CLE Reported by Respondents, by Library Type

Displeasing Aspect	Percentage of Respondents Reporting				
	Public	School	Two-Year	Academic	Special
Cost	3%	4%	8%	8%	6%
Time held, time required	3	10	5	8	7
Distance from workplace	6	9	5	7	7
No CLE opportunities available, or no CLE information available	5	9	6	13	7
Not appropriate/ relevant to job	16	18	24	19	23
Repetitious, "same old stuff"	4	5	3	7	2
Other	8	16	14	12	23
None	66	51	59	54	58
	N=232	N=405	N=63	N=205	N=127

Since the nature and frequency of displeasing aspects may have differed by personnel type, Figures 26 - 30 compare the frequencies of responses from librarians and support staff for each library type. A greater proportion of support staff than professionals reported no displeasing aspects in all libraries, probably because of their relative lack of participation. Otherwise, the pattern of responses was similar between the two groups.

Figure 26.

Displeasing Aspects of CLE Reported by Public Libraries

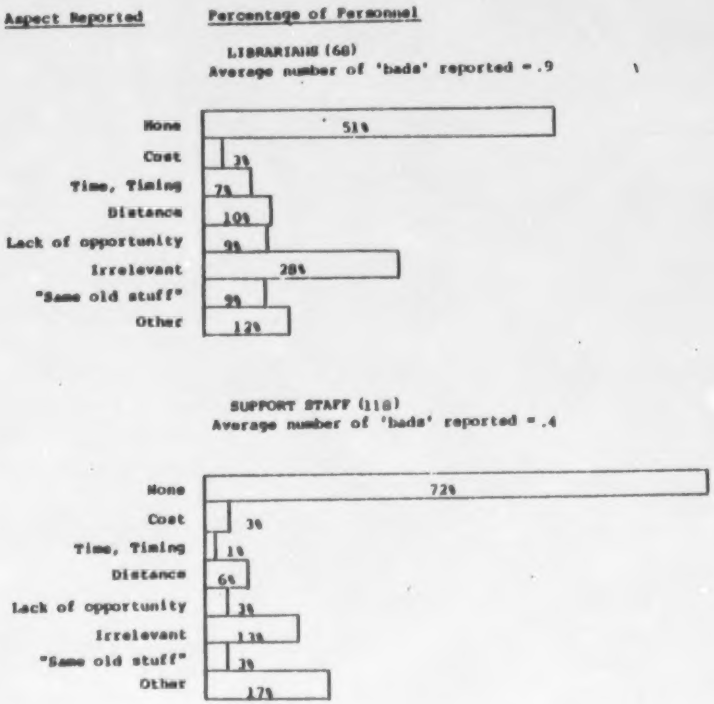


Figure 27

Displeasing Aspects of CLE Reported by Public School Libraries

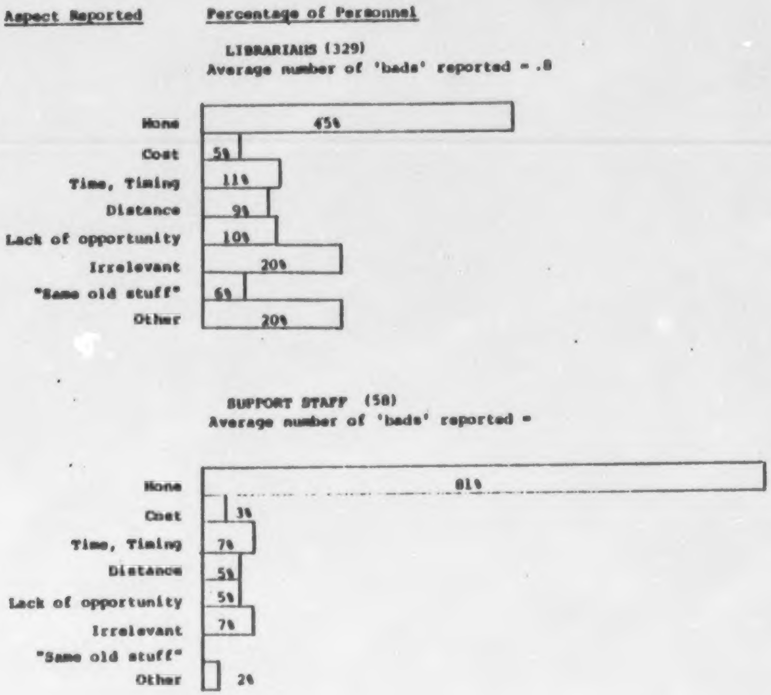


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Figure 28.

Displeasing Aspects of CLE Reported by Two-Year College Libraries

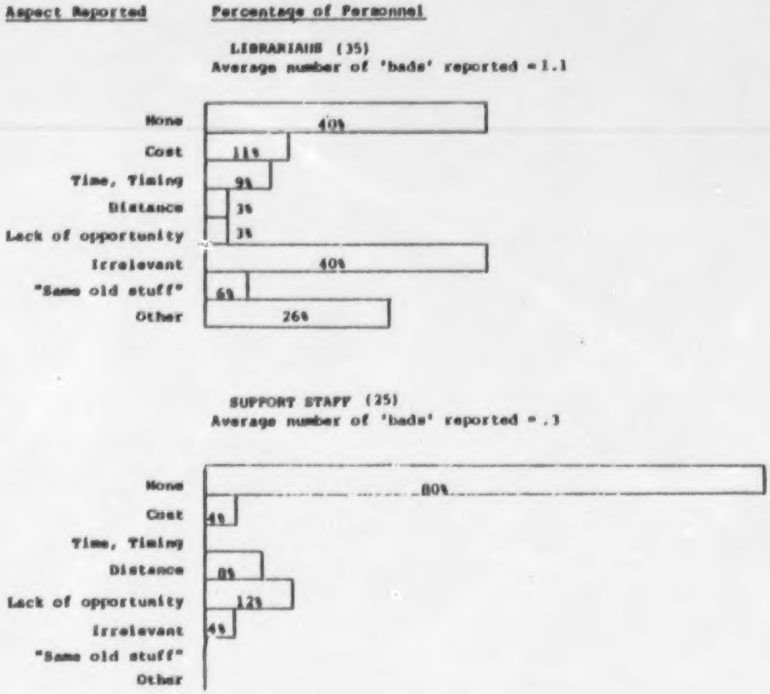

Figure 29.

Displeasing Aspects of CLE Reported by Academic Libraries

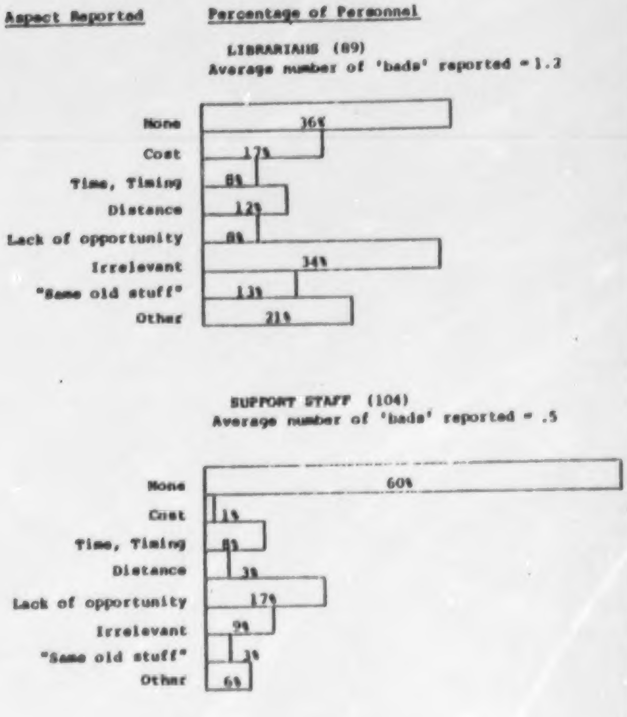

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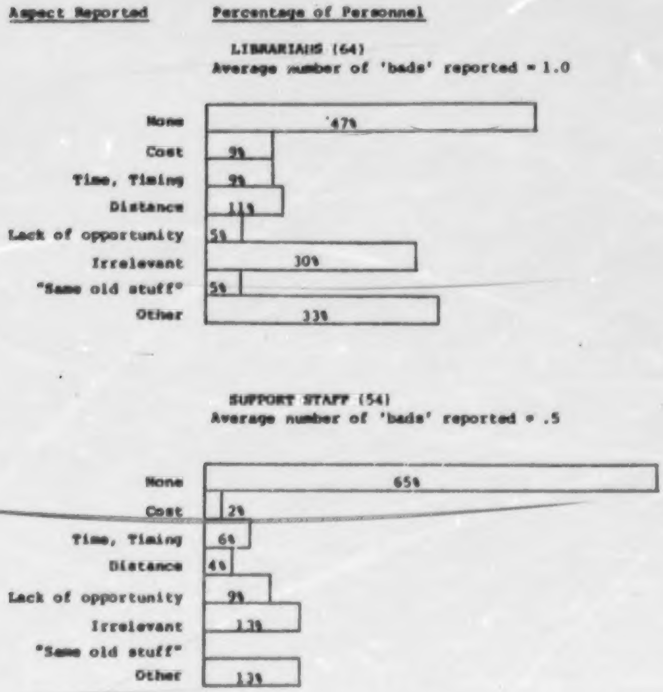
Figure 30.

Displeasing Aspects of CLE Reported by Special Libraries



Planning for Future CLE

Expected Differences in CLE Participation

With increasing costs and decreasing funds for most human services, it was anticipated that library personnel might expect a difference in the extent of their continuing education participation in the next year or two. To check the possibility of change from past participation, respondents were asked whether they expected differences and to explain their answer. The results are shown in Table 28. More than half of the respondents in each library type expect no differences in future CLE participation. Approximately one-third of the respondents do expect change; the direction of that change was about half less and half more. The greatest single explanation for less participation was, as expected, a reduction in resources to support CLE participation. Other reasons were "about to retire," "change in family responsibility," "new job assignment," "just finished degree," and "changes in personal expenses." The effects of these reasons for differing participation were not all self-evident. In any case, it does not appear that there will be major changes in consumer expectations for CLE participation in the near future.

Table 28. Respondents' Expectations of CLE Participation Differing from the Past, by Library Type

Expectation	Percentage of Respondents				
	Public	School	Two-Year	Academic	Special
No difference	63%	62%	56%	60%	57%
Less due to Resource limitations	10	4	13	12	9
Different for other reasons	20	24	24	22	24
No info.	7%	9%	8%	6%	10%

Design Elements

Respondents were given two opportunities to indicate their preferences concerning the design of continuing education opportunities. One open-ended question asked what kinds of information they needed to know when deciding to participate in a CLE experience. The other asked which of a list of design elements were important to them as learners. No answers were given to the first question that were not reflected in the responses to the listed design elements. The proportions of respondents in each type of library who said these elements influenced their decision to participate are shown in Table 29. (Respondents were also asked to describe their preferences for those considered important; among the few who wrote in preferences there was wide variation, so no attempt has been made to summarize them.)

Table 29. CLE Design Elements Important to Respondents, by Library Types
(with Percentages of Respondents Citing Each)

Library Type				
Public	School	Two-Year	Academic	Special
Distance (51%)	Distance (57%)	Cost to You (70%)	Topic (63%)	Topic (62%)
Cost to You (50%)	Topic (55%)	Topic (62%)	Cost to You (56%)	Cost to You (61%)
Topic (46%)	Cost to You (55%)	Distance (52%)	Distance (52%)	Distance (58%)
Length of Event (38%)	Time of Day (55%)	Resource Persons (48%)	Length of Event (45%)	Length of Event (50%)
Time of Day (33%)	Time of Year (48%)	Format (48%)	Time of Day (38%)	Time of Day (42%)
Format (30%)	Resource Persons (44%)	Length of Event (46%)	Resource Persons (34%)	Resource Persons (41%)
Resource Persons (27%)	Format (43%)	Time of Year (29%)	Format (31%)	Format (35%)
Time of Year (25%)	Length of Event (39%)	Time of Day (27%)	Time of Year (28%)	Time of Year (27%)
Recognition (7%)	Recognition (27%)	Recognition (6%)	Recognition (9%)	Recognition (12%)
Other (5%)	Other (4%)	Other (3%)	Other (8%)	Other (10%)

For all types of libraries the three most frequently designated design considerations for CLE were "distance to the event," "cost to you," and "topic," although not necessarily in that order. Least frequently regarded as important was "recognition" (e.g. CEUs), although among public school library personnel this was more important, presumably due to its relationship to certification requirements.

Differences among the library types include the greater frequency of importance of time factors for public school library staff, and the greater importance to two-year college library/learning resource personnel of "resource persons" and "format" (e.g. workshop).

The only design element that was not considered important by at least 25% of the respondents in each library type was recognition, with the exception, as mentioned above, that this was checked by more than a fourth of the public school library personnel.

CLE Interest in Selected Library Functions

While it seemed desirable to ascertain the interests of respondents as a basis for planning future CLE, it was recognized that there could be as many interests as there were respondents. Therefore a list of potential interests, rather than an open-ended question, was used as the stimulus for library staff members' responses. The list was adapted from Ricking and Booth's* classification of seven library functions, with the addition of "information production." Under each main library function were listed 4 to 19 specific aspects, and an "other" category. The distribution of responses from each library type are described below.

Table 30. Proportions of Respondents Indicating CLE Interest in Specific Aspects of DEVELOPMENT Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General DEVELOPMENT Function	53%	65%	54%	55%	51%
Analyzing User Needs for Materials	32%	33%	25%	32%	32%
Cooperative Collection Development	8	13	15	18	13
Generating Orders	3	6	4	9	6
Identifying Sources	13	14	20	17	13
Selection	23	29	17	17	18
Withdrawing	16	20	9	9	13
Gifts and Exchanges	6	5	11	11	10
Keeping Materials Purchase Accounts	6	11	10	8	10
Serials Control	4	5	15	15	10
Other	1	2	5	2	5
No Interest Mentioned	47%	35%	46%	45%	49%

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*Ricking, Myrl, and Robert E. Booth, PERSONNEL UTILIZATION IN LIBRARIES: A SYSTEM APPROACH. Chicago: American Library Association, 1974.

Development of Collection: At least half of the respondents in each type of library identified one or more aspects of development as areas of work in which they wanted more training (Table 30). The most frequently selected specific aspect of development was "analyzing user needs for materials," with "identifying sources" and "selection" also popular. Some differences among library types can be observed, consistent with the nature of the library. For example, "serials control" is more important in the two-year college and academic than other libraries.

Organization of Collection: Table 31 shows that less than half of the respondents in any library type indicated interest in CLE about the organization function. For those who were interested, "filing systems" was among the most frequently selected specific aspect. There was considerable variation across library types, with no aspect gaining the interest of even 25% of the respondents.

Table 31. Proportions of Respondents Indicating CLE Interest in Specific Aspects of ORGANIZATION Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General ORGANIZATION Function	33%	36%	48%	41%	47%
Development of the Classification System	10%	5%	13%	9%	13%
Cooperative Cataloging	10	9	16	15	17
Classification	13	9	22	13	15
Adapting Centralized Cataloging to Local Specifications	10	16	3	13	9
Filing Systems	17	13	21	17	20
Indexing	12	6	8	13	17
Other	3	2	3	4	3
No Interest Mentioned	67%	64%	52%	59%	53%

Preparation and Maintenance of Collection: The preparation function also received relatively low expression of CLE interest from all types of libraries (Table 32). Different libraries placed different emphasis on the need for training in specific aspects, ranging from 8 - 22% of the respondents in any library type.

Table 32. Proportions of Respondents Indicating CLE Interest in Specific Aspects of PREPARATION Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General PREPARATION Function	31%	41%	35%	36%	39%
Processing	12%	12%	19%	13%	12%
Binding	9	18	13	10	8
Preservation	12	14	13	22	22
Microfilming	12	14	16	13	14
Other	2	2	-	1	5
No Interest Mentioned	69%	59%	65%	64%	61%

Storage and Retrieval of Collection: Frequency of expressed interest in the storage function ranged from a high of 50% of the respondents from public school libraries to a low of 38% in the two-year college library (Table 33). Little CLE interest was expressed in such basic aspects of storage as "shelving," "moving collections," "signage," and "filing" in any library type. Occasional high spots may be observed, though, such as the 30% of public school library personnel who were interested in "related library equipment--AV, shelves, files, etc."

Table 33. Proportions of Respondents Indicating CLE Interest in Specific Aspects of STORAGE Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General STORAGE Function	40%	50%	38%	42%	46%
Shelving	12%	6%	6%	11%	11%
Inventory	13	21	19	13	14
Moving Collections	5	5	6	9	10
Searching for Lost Items	13	13	18	18	15
Filing	11	6	5	10	13
Signage	6	2	6	7	5
Related Library Equipment -- AV, Shelves, Files, etc.	10	30	14	14	16
Archives	11	3	6	12	13
Other	1	1	2	2	5
No Interest Mentioned	60%	50%	62%	58%	54%

Table 34. Proportions of Respondents Indicating CLE Interest in Specific Aspects of CIRCULATION Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General CIRCULATION Function	43%	35%	43%	35%	39%
Circulation Systems	22%	22%	33%	15%	23%
Interlibrary Loan	16	10	16	18	24
Reserves	16	5	10	11	10
Registration	10	1	5	4	6
User Complaints	19	9	13	19	14
Other	2	4	3	2	2
No Interest Mentioned	57%	65%	57%	65%	61%

Circulation: Some aspects of circulation were identified fairly often in some library types (e.g. "user complaints" in public and academic libraries, "interlibrary loan" in special libraries, "circulation systems" in public school, two-year college, and special libraries). In general, however, Table 34 reveals relatively low CLE interest in the circulation function of libraries.

Interpretation and Use of Collection: At least 60% of the respondents in each type of library indicated interest in more training in one or more aspects of the interpretation function (Table 35). Among the more frequently cited specific aspects for all libraries was "reference." Interest expressed in other aspects varied from one library type to another. For example, highs for public school library personnel were "library instruction," "instruction in AV use," "exhibits and displays." Among the staff of two-year college

Table 35. Proportions of Respondents Indicating CLE Interest in Specific Aspects of INTERPRETATION Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General INTERPRETATION Function	67%	79%	62%	60%	66%
Library Instruction	11%	42%	19%	25%	13%
Reference	35	23	25	26	28
Reader Guidance	22	26	17	17	13
Instruction in AV Use	13	34	17	15	14
Programming	25	17	8	11	10
Exhibits and Displays	25	29	17	11	17
Faculty Liaison	6	28	25	20	7
Information and Referral	20	4	16	16	21
Service to Special Groups	19	14	8	9	16
Database Searching	10	10	21	31	46
Storytelling	27	29	3	3	2
Other	1	2	2	1	4
No Interest Mentioned	33%	21%	38%	40%	34%

libraries "faculty liaison" was among the most frequently mentioned specifics. Academic library staff expressed more interest in "database searching" and "library instruction," for special library personnel "database searching" was the top interest.

Management: This function was also of interest to a majority of the respondents in all library types. Table 36 reveals that within the general function

Table 36. Proportions of Respondents Indicating CLE Interest in Specific Aspects of MANAGEMENT Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General MANAGEMENT Function	57%	67%	60%	57%	64%
Library Policies	19%	25%	32%	23%	24%
Planning	20	16	21	20	21
Library Statistics and Measures	17	6	16	19	24
Governance	6	2	5	10	6
Personnel	22	7	18	21	23
Systems Analysis	8	5	11	14	20
Data Processing	8	11	13	17	28
Budgeting	16	14	16	14	21
Finance	9	8	10	12	12
Public Relations	27	20	22	19	21
Buildings	5	2	10	9	6
Contracting	3	1	3	4	3
Supervision	19	8	18	25	21
Evaluation	16	12	11	20	16
Volunteers	13	22	3	5	8
Networking	8	8	10	18	16
Human Relations	20	13	19	17	23
Censorship	19	28	8	10	8
Community Analysis	17	5	2	7	5
Other	1	2	2	1	3
No Interest Mentioned	43%	33%	40%	43%	36%

there are no clear patterns of interest across all libraries. Public library staff seem most interested in "public relations" and "personnel," while public school library personnel more often express interest in "censorship" and "library policies." High interests for respondents from two-year colleges were "library policies," "public relations," and "planning." "Supervision" and "library policies" were most often indicated by academic library personnel. Special library staff most often expressed interest in "data processing," "library policies," and "library statistics and measures." Only "contracting," "building," and "governance" were not mentioned by more than 10% of the respondents from at least one library type.

Information Production: CLE regarding this function was of interest to more than half of the respondents from public school and two-year college libraries, probably reflecting their media and learning resource orientation. Table 37 indicates that among respondents in other library types there is much less interest, although at least 10% of all respondent groups identified "micros for users" as being a topic for more training. "AV production" was most frequently mentioned by the library personnel from public schools and two-year colleges.

Table 37. Proportions of Respondents Indicating CLE Interest in Specific Aspects of INFORMATION PRODUCTION Function, by Library Type

CLE Interest	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
General INFORMATION PRODUCTION Function	19%	58%	52%	26%	39%
Cable	5%	13%	21%	8%	6%
AV Production	8	41	35	11	17
Audiotapes	6	15	11	8	9
Individualized Discs	2	10	13	6	9
Micros for Users	10	30	19	16	21
Other	1	3	6	2	6
No Interest Mentioned	81%	42%	48%	74%	61%

Specificity of CLE Interests

One question of concern to planners is whether a few library staff members have a broad range of CLE interests or whether many persons have just a few specific areas in which they would like more training. Table 38A shows the proportions of respondents in each library type who expressed CLE interest in no library functions, 1 - 2 functions, 3 - 4 functions, and 5 or more. More than half of the respondents in every library type would like more training in three or more different library functions, with a range from 79% of the public school library personnel tc 61% of the staff from two-year college libraries and learning resource centers. No more than 12% of the respondents from any library type expressed no interest in learning more about any library function.

Table 38A The Number of Library Functions in Which CLE Interest Was Expressed, by Library Type

No. of Functions	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
None	12%	7%	12%	12%	7%
1 - 2	27	14	27	26	24
3 - 4	27	30	17	25	28
5 or more	34	49	44	37	41

Within each library function, however, the same question as to specificity of interest could be raised. Table 38B reveals that, with the exception of the interpretation and management functions, it is rare for more than 20% of the respondents from any library type to be interested in more than two specific aspects of a library function. Interest in three or more aspects of interpretation was expressed by 38% of public library personnel, 44% of public school library staff, 27% of two-year college

Table 38 B Specificity of CLE Interest Within Library Functions, by Library Type

Number of Aspects	Percentages of Respondents				
	Public	School	Two-Year	Academic	Special
DEVELOPMENT					
None	48%	35%	49%	45%	46%
1 - 2	37	45	35	33	29
3 or more	15	20	16	22	25
ORGANIZATION					
None	69%	65%	52%	59%	53%
1 - 2	22	29	37	30	35
3 or more	9	6	11	11	12
PREPARATION					
None	71%	59%	65%	64%	60%
1 - 2	25	38	25	31	34
3 or more	4	3	10	5	6
STORAGE					
None	62%	49%	62%	58%	53%
1 - 2	28	42	24	27	34
3 or more	10	9	14	15	13
CIRCULATION					
None	58%	65%	57%	65%	61%
1 - 2	31	32	30	26	30
3 or more	11	3	13	9	9
INTERPRETATION					
None	34%	22%	38%	40%	30%
1 - 2	28	34	35	28	43
3 or more	38	44	27	32	27
MANAGEMENT					
None	43%	33%	40%	43%	34%
1 - 2	21	34	19	28	20
3 or more	36	33	41	39	46
INFORMATION PRODUCTION					
None	83%	42%	48%	74%	64%
1 - 2	14	44	38	20	27
3 or more	3	14	14	6	9

respondents, 32% of academic library personnel, and 27% of special library staff. For the management function this breadth of interest was expressed by a range from 46% of the special library personnel to 33% of the public school respondents. Otherwise, it is appropriate to conclude that the respondents' selection of areas in which they wanted more training was fairly specific within a particular function, although they might be interested in several functions.

Comparison of CLE Interests Across Personnel Groups

Continuing education has traditionally been associated with the professions and with the concern of professionals for updating their expertise. Whether sub- and para-professional personnel are also interested in continuing education, and if so, to what extent, are questions to which planners need answers. In the case of library personnel, support staff may or may not be interested in the same kind and number of areas for further education as professional staff.

To check the similarity between CLE interests of professional and support staff, Table 39 and Figures 31 - 35 were constructed. Table 39 displays for each library type the proportions of the two staff groups expressing interest in No, 1-2, or 3 or more library functions. In all library types (except special, where the difference was inconsequential) a larger percentage of support staff than professionals expressed no interest in learning more about any library function. Among the respondents from the two-year college learning resource centers a larger proportion of support staff than librarians were interested in three or more library functions. This breadth of CLE interest was expressed by more than half of the respondents in all library types.

Table 39 Number of Library Functions in Which Librarians and Support Staff Expressed CLE Interest, by Library Type

LIBRARY TYPE Staff Group	Percentage of Respondents		
	No Function	1 - 2 Functions	3 or more Functions
PUBLIC			
Librarians	3%	27%	70%
Support Staff	16	25	57
SCHOOL			
Librarians	4	13	83
Support Staff	26	21	54
TWO-YEAR			
Librarians	3	40	57
Support Staff	16	12	72
ACADEMIC			
Librarians	2	24	74
Support Staff	17	30	53
SPECIAL			
Librarians	6	22	72
Support Staff	7	24	69

Figures 31 - 35 examine the specificity of CLE interest within each library function for librarians and support staff in each library type. In the public libraries (Figure 31), there is little difference in interest between professional and support groups for the organization, preparation, storage, circulation, interpretation, and information production functions. A larger proportion of librarians is interested in some aspect of collection development than are support staff. For the management function, however, the interest profiles for each group are almost a mirror image of each other. Half of the professional staff expressed interest in learning more about three or more aspects of management, whereas half of the support group had no interest at all in management.

Within the public school library respondents (Figure 32) similar patterns can be observed for professional and support staff for the organization, preparation, storage, and circulation functions. Substantially larger proportions of support staff expressed no interest in the development, interpretation, management, and information production functions. For most library functions, CLE interest was directed to one or two specific aspects. However, librarians had a broader range of interests in interpretation and management functions, with 48% and 36% respectively indicating three or more aspects about which they would like more training.

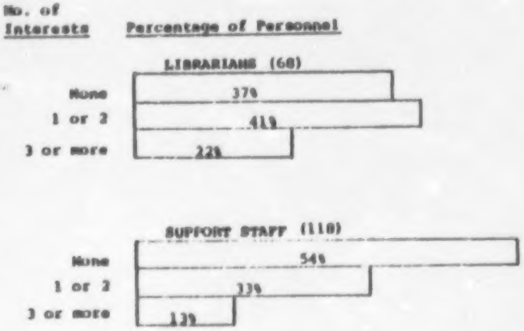
Figure 33 shows the comparison of support staff and librarian interest from two-year college library/learning resource centers. There are few pronounced differences between the two groups from this library type. It appears that there is more and broader interest among support staff concerning the organization of collections; professional staff, on the other hand, express more and broader CLE interest in information production.

Among academic library personnel (Figure 34) CLE interest is similar between librarians and support staff for most library functions. A larger proportion of support staff has no interest in learning more about development, interpretation, management, and information production. For the development, interpretation, and information production functions, what support staff interest there is tends to be focused on one or two specific aspects. Concerning management, however, interest is broader for both professional and support staff groups.

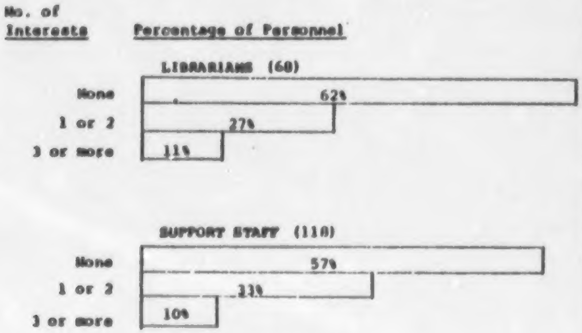
In special libraries (Figure 35) a larger proportion of support staff than librarians expressed interest in organization, preparation, storage, and circulation functions, but that interest was generally specific to one or two aspects. As in the other library types, a greater proportion of librarians expressed interest, and more diverse interest, in the management function than did support staff.

Figure 31

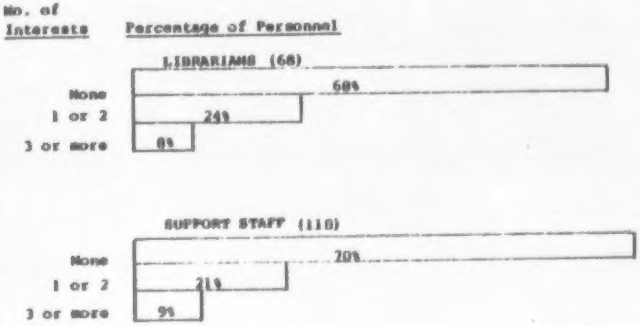
Number of Specific CLE Interests within Library Functions in DEVELOPMENT, Public Libraries



Number of Specific CLE Interests within Library Functions in CIRCULATION, Public Libraries



Number of Specific CLE Interests within Library Functions in ORGANIZATION, Public Libraries



Number of Specific CLE Interests within Library Functions in INTERPRETATION, Public Libraries

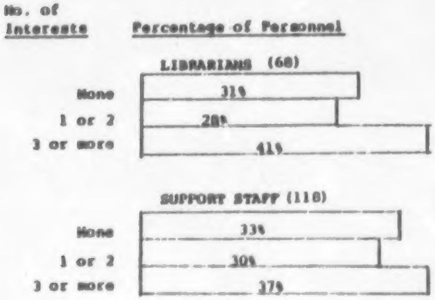


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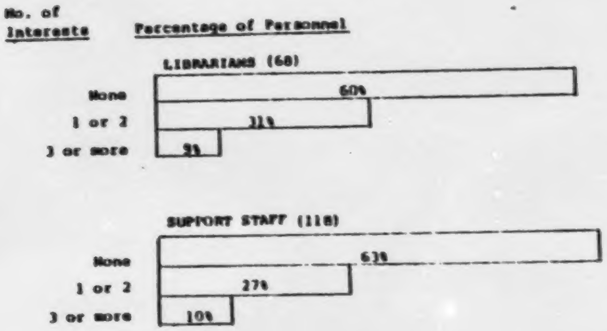
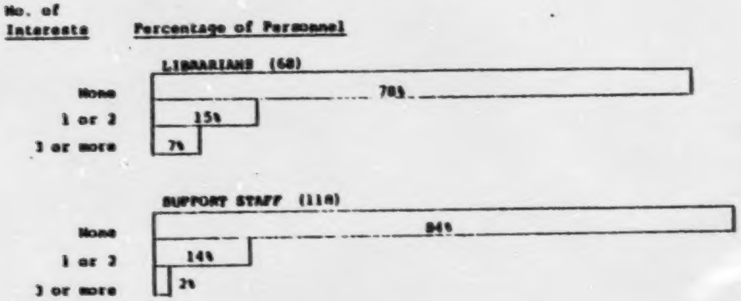
Figure 31 - cont.

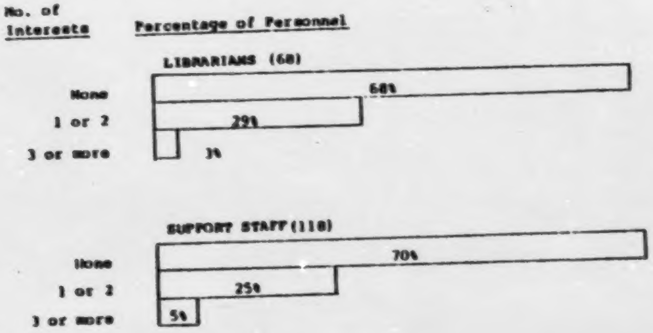
Number of Specific CLE Interests within Library Functions in STORAGE, Public Libraries



Number of Specific CLE Interests with Library Functions in INFORMATION PRODUCTION, Public Libraries



Number of Specific CLE Interests within Library Functions in PREPARATION, Public Libraries



Number of Specific CLE Interests within Library Functions in MANAGEMENT, Public Libraries

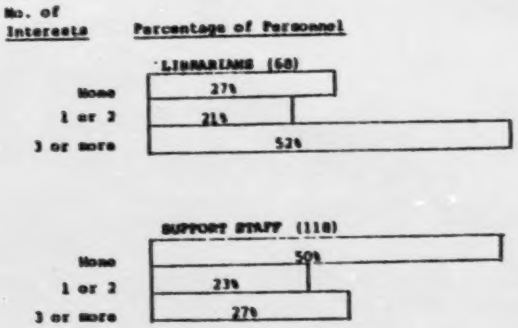


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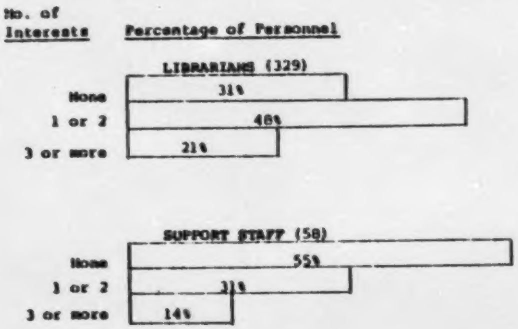
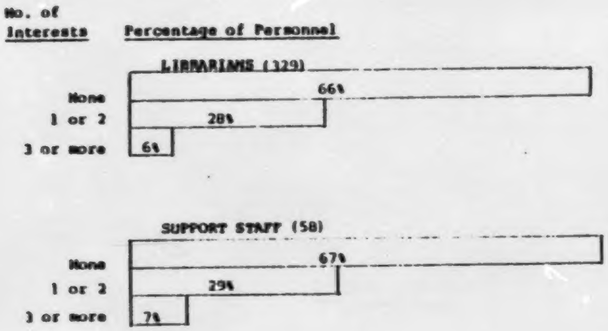
Figure 32

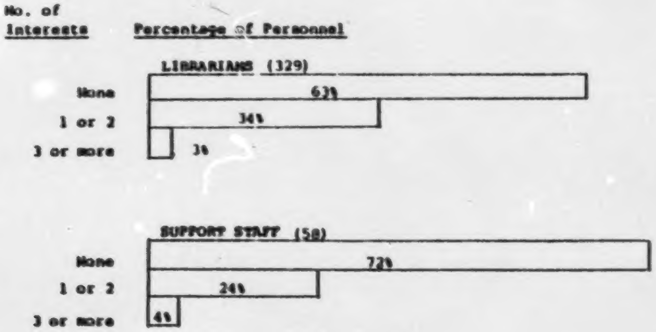
Number of Specific CLE Interests within Library Functions in DEVELOPMENT, Public School Libraries



Number of Specific CLE Interests within Library Functions in ORGANIZATION, Public School Libraries



Number of Specific CLE Interests within Library Functions in CIRCULATION, Public School Libraries



Number of Specific CLE Interests within Library Functions in INTERPRETATION, Public School Libraries

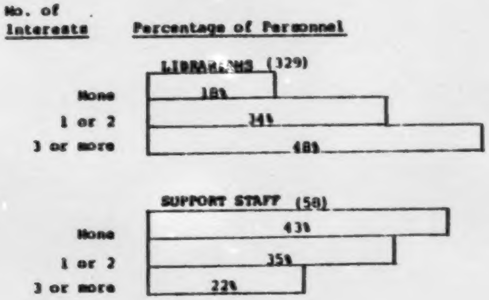


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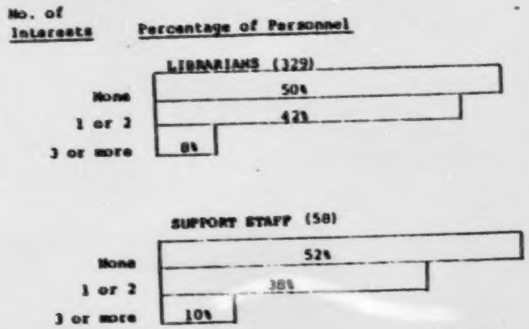
Figure 32 - cont.

Number of Specific CLE Interests within Library Functions in STORAGE, Public School Libraries



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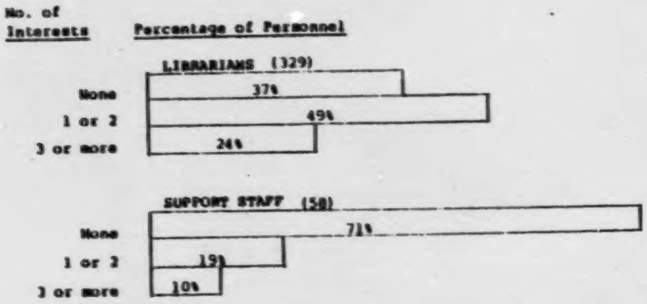
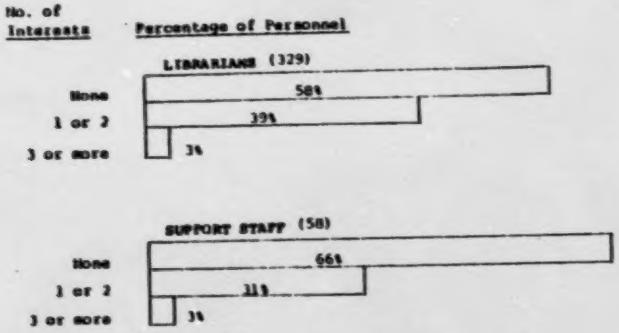


Number of Specific CLE Interests within Library Functions in PREPARATION, Public School Libraries



Number of Specific CLE Interests within Library Functions in MANAGEMENT, Public School Libraries

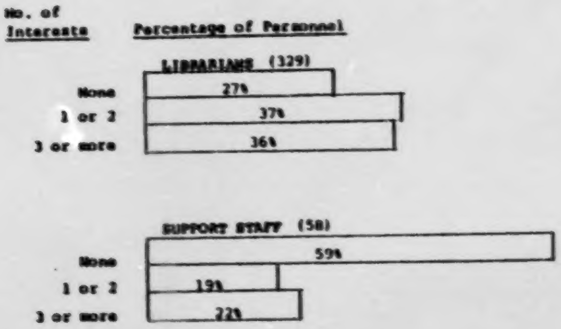


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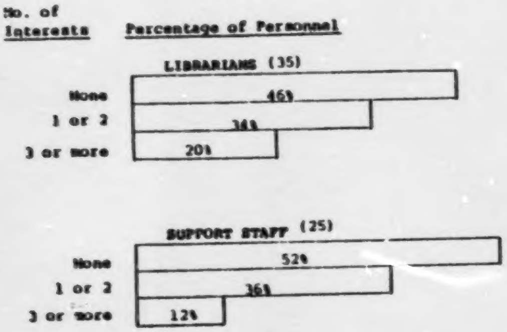
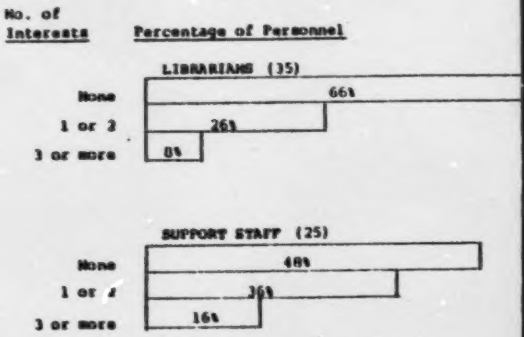
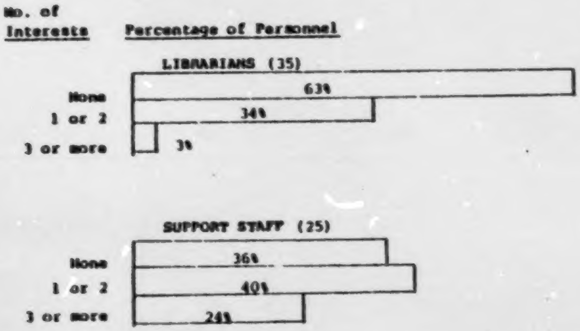
Figure 33


Number of Specific CLE Interests within Library Functions in DEVELOPMENT, Two-Year College Libraries


Number of Specific CLE Interests within Library Functions in CIRCULATION, Two-Year College Libraries


Number of Specific CLE Interests within Library Functions in ORGANIZATION, Two-Year College Libraries

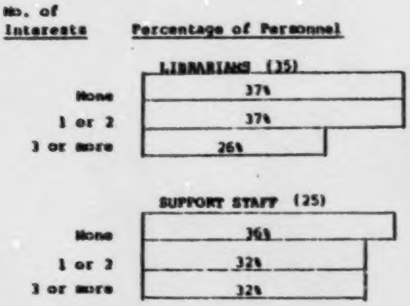

Number of Specific CLE Interests within Library Functions in INTERPRETATION,

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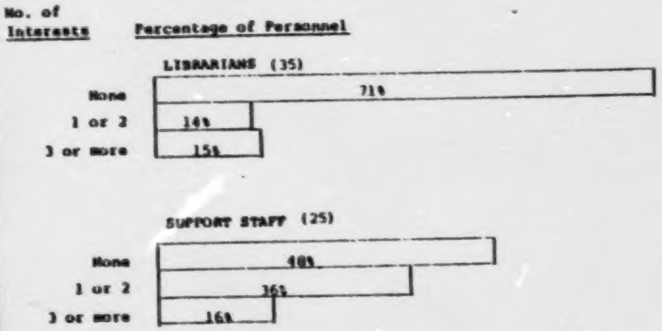
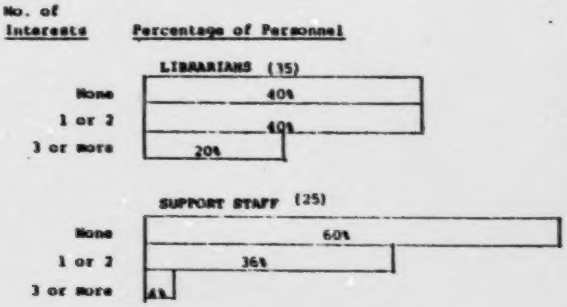
Figure 33 - cont.

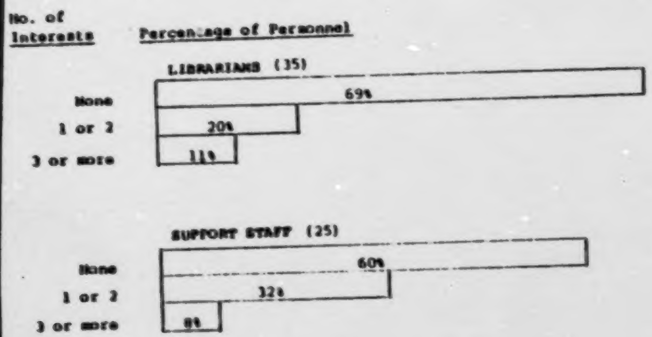
Number of Specific CLE Interests within Library Functions in STORAGE, Two-Year College Libraries



Number of Specific CLE Interests with Library Functions in INFORMATION PRODUCTION, Two-Year College Libraries



Number of Specific CLE Interests within Library Functions in PREPARATION, Two-Year College Libraries



Number of Specific CLE Interests within Library Functions in MANAGEMENT, Two-Year College Libraries

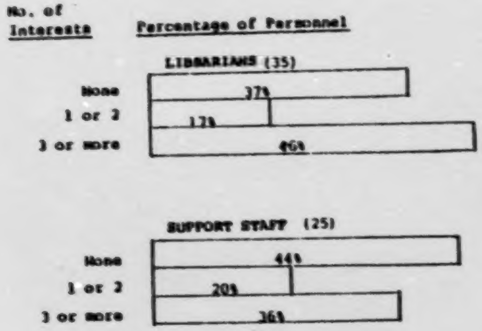


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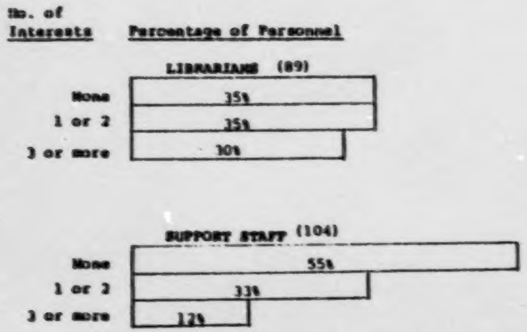
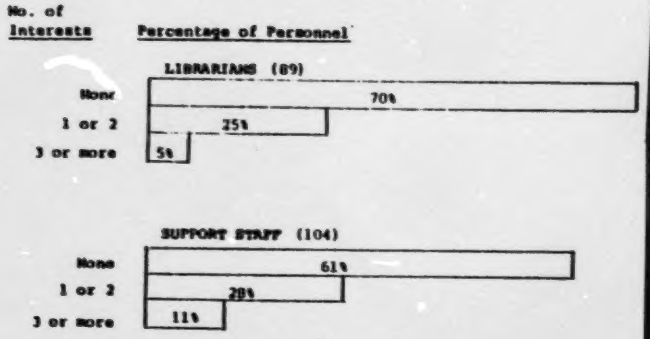
Figure 34

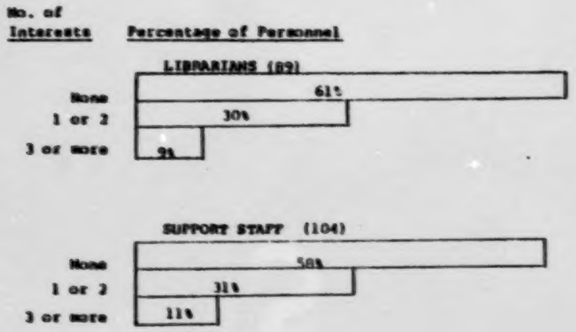
Number of Specific CLE Interests within Library Functions in DEVELOPMENT, Academic Libraries



Number of Specific CLE Interests within Library Functions in CIRCULATION, Academic Libraries



Number of Specific CLE Interests within Library Functions in ORGANIZATION,



Number of Specific CLE Interests within Library Functions in INTERPRETATION, Academic Libraries

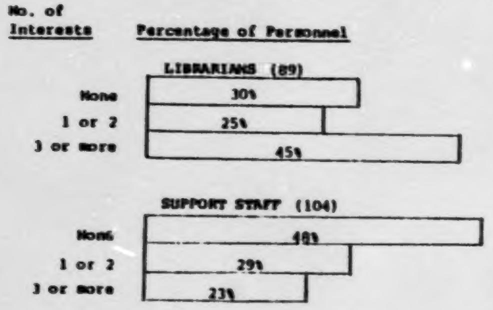


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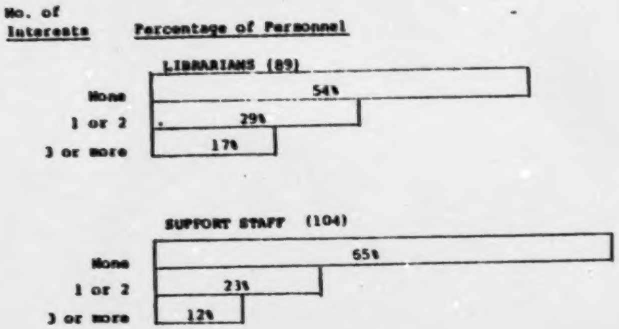
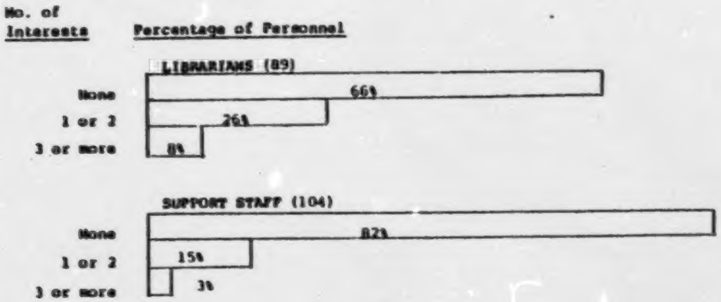
Figure 34 - cont.

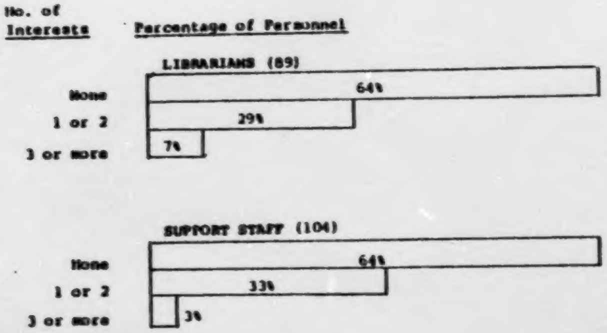
Number of Specific CLE Interests within Library Functions in STORAGE, Academic Libraries



Number of Specific CLE Interests with Library Functions in INFORMATION PRODUCTION, Academic Libraries



Number of Specific CLE Interests within Library Functions in PREPARATION, Academic Libraries



Number of Specific CLE Interests within Library Functions in MANAGEMENT, Academic Libraries

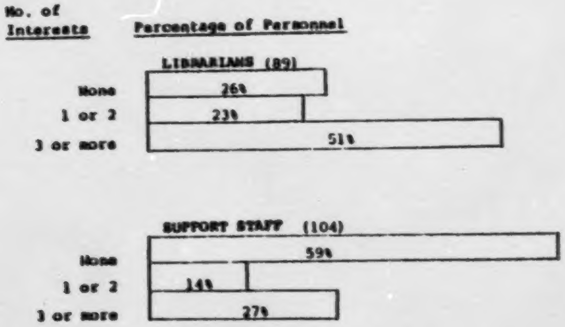


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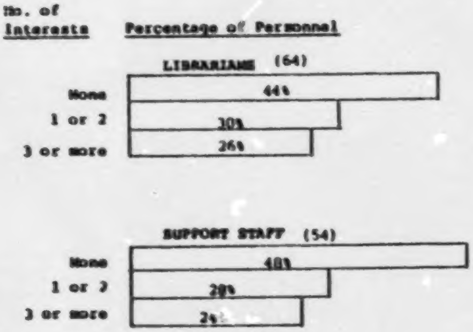
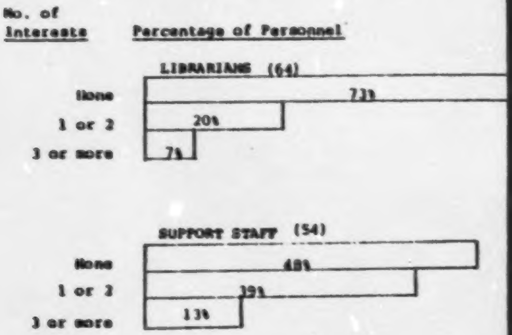
Figure 35

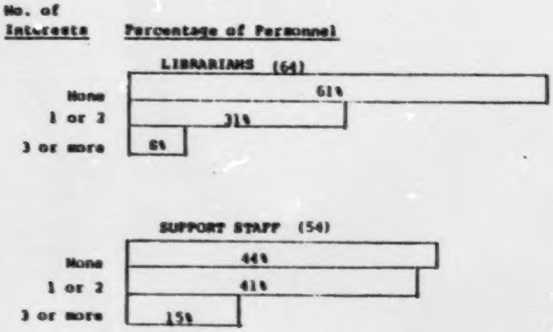
Number of Specific CLE Interests within Library Functions in DEVELOPMENT, Special Libraries



Number of Specific CLE Interests within Library Functions in CIRCULATION, Special Libraries



Number of Specific CLE Interests within Library Functions in ORGANIZATION, Special Libraries



Number of Specific CLE Interests within Library Functions in INTERPRETATION, Special Libraries

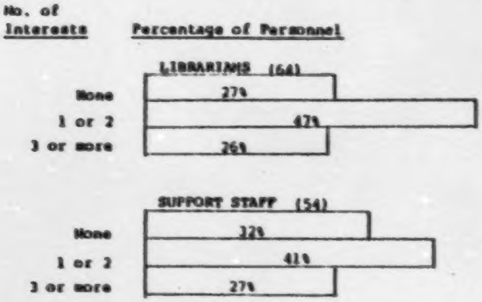


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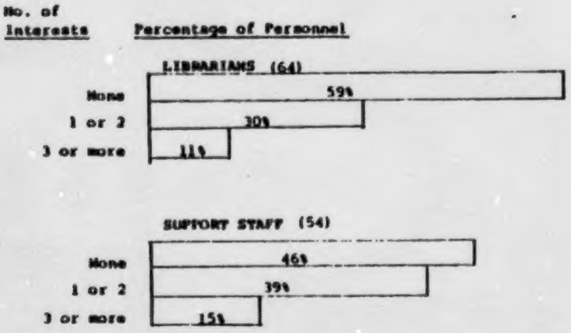
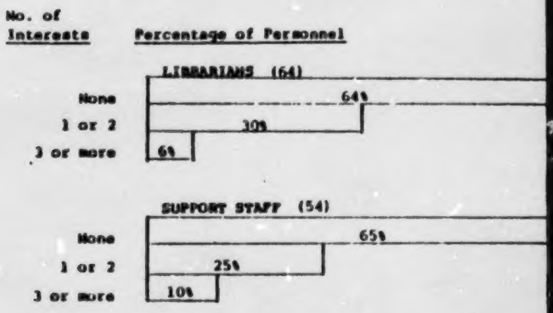
Figure 35 - cont.

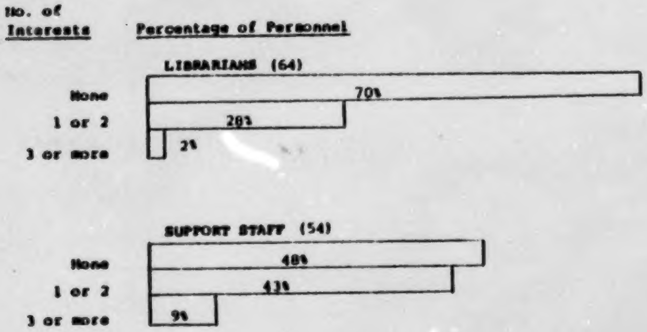
Number of Specific CLE Interests within Library Functions in STORAGE, Special Libraries



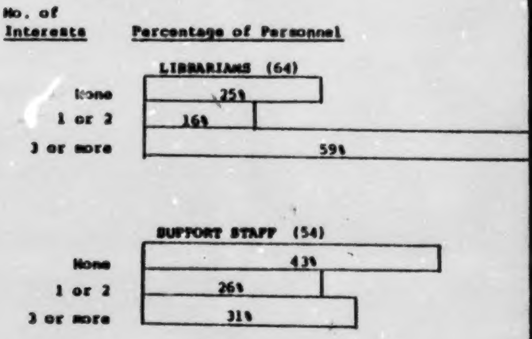
Number of Specific CLE Interests with Library Functions in INFORMATION PRODUCTION, Special Libraries



Number of Specific CLE Interests within Library Functions in PREPARATION, Special Libraries



Number of Specific CLE Interests within Library Functions in MANAGEMENT, Special Libraries



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Use of CLE Interest Data

In their responses regarding displeasing aspects of previous CLE experiences and the importance attributed to "topics" as a design element, library personnel indicated their concern for relevance in continuing education. Because of this concern, care should be taken in using the data gathered on CLE interests. The specific nature of the respondents' interests cannot be inferred from these data. Rather, they represent a starting point from which specific content can be negotiated directly between providers and consumers.

Interest in Library-Related Credentials

Continuing library education may be degree-related or it may supplement the educational achievements represented by credentials. Respondents were asked to indicate whether they have or want any of several library-related degrees and certification. Tables 31 and 32 show the proportions of public library personnel who have and want credentials, respectively. Tables 33 and 34 refer to public school library personnel; 35 and 36 to library personnel from two-year colleges; 37 and 38 to academic library staff; and 39 and 40 to respondents in special libraries.

Across all library types there are few library-related credentials that more than 10% of the professional or the support staff wish to acquire, even though all members of each staff group do not have the highest credential appropriate for their library type. Those degrees in which there is interest on the part of at least 10% of a staff group are the associate degree with library-related specialization (wanted by support staff in public, two-year college, and academic libraries); the baccalaureate degree with library specialization (wanted by support staff in two-year college and special libraries); the master's degree in library science or related area (wanted by support staff in public, academic, and special libraries, and by professional staff in public school and two-year college libraries); and the doctorate in library science or related area (wanted by librarians in special libraries). Two kinds of certification were listed in the questionnaire -- for public schools and public libraries. Only among support staff in public libraries were 10% of the respondents interested in acquiring either kind of certification, and in that instance, not surprisingly, for the public library.

Table 40. Proportions of Library Personnel Who Have Library-Related Credentials, Public Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	1.5%	1.7%	6.5%	2.6%
Baccalaureate Degree	20.6	6.8	4.3	10.3
Master's Degree	58.8	3.4	10.9	21.1
Doctoral Degree	2.9	-	-	.9
Public School Certificate	8.8	7.6	2.2	6.9
Public Library Certificate	47.1	4.2	8.7	17.7
None	17.6	40.7	26.0	31.0

Table 41. Proportions of Library Personnel Who Want Library-Related Credentials, Public Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	2.9%	10.2%	8.7%	7.8%
Baccalaureate Degree	-	5.9	8.7	4.7
Master's Degree	7.4	10.2	4.3	8.2
Doctoral Degree	5.9	.8	4.3	3.0
Public School Certificate	5.9	5.9	4.3	5.6
Public Library Certificate	7.4	11.0	8.7	9.5
None	1.5	16.1	2.0	9.1

Table 42. Proportions of Library Personnel Who Have Library-Related Credentials, Public School Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	3%	7%	6%	4%
Baccalaureate Degree	43	3	17	36
Master's Degree	47	2	11	39
Doctoral Degree	-	-	-	-
Public School Certificate	66	12	17	56
Public Library Certificate	5	-	-	4
None	2	45	28	9

Table 43. Proportions of Library Personnel Who Want Library-Related Credentials, Public School Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	1%	7%	22%	3%
Baccalaureate Degree	1	7	11	2
Master's Degree	20	7	17	18
Doctoral Degree	5	-	6	4
Public School Certificate	2	5	11	3
Public Library Certificate	6	-	11	6
None	-	7	6	2

Table 44. Proportions of Library Personnel Who Have Library-Related Credentials, Two-Year College Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	11%	24%	-	16%
Baccalaureate Degree	17	4	-	11
Master's Degree	57	-	-	32
Doctoral Degree	9	-	-	5
Public School Certificate	3	8	33	6
Public Library Certificate	9	-	-	5
None	3	20	33	11

Table 45. Proportions of Library Personnel Who Want Library-Related Credentials, Two-Year College Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	-	16	-	6
Baccalaureate Degree	3	12	-	6
Master's Degree	11	-	-	6
Doctoral Degree	6	-	-	3
Public School Certificate	6	8	-	6
Public Library Certificate	3	-	-	2
None	3	8	-	5

Table 46 Proportions of Library Personnel Who Have Library-Related Credentials, Academic Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	2%	8%	-	5%
Baccalaureate Degree	21	10	-	14
Master's Degree	84	3	-	38
Doctoral Degree	10	1	-	5
Public School Certificate	10	6	-	7
Public Library Certificate	8	1	-	4
None	5	44	25	26

Table 47. Proportions of Library Personnel Who Want Library-Related Credentials, Academic Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	1%	11%	-	6%
Baccalaureate Degree	-	3	-	2
Master's Degree	3	12	-	7
Doctoral Degree	8	-	-	3
Public School Certificate	2	4	-	3
Public Library Certificate	2	4	-	3
None	-	12	8	6

Table 48. Proportions of Library Personnel Who Have Library-Related Credentials, Special Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	2%	17%	33%	10%
Baccalaureate Degree	9	11	-	9
Master's Degree	72	-	11	37
Doctoral Degree	6	-	-	3
Public School Certificate	8	2	-	5
Public Library Certificate	19	-	-	9
None	9	32	-	18

Table 49. Proportions of Library Personnel Who Want Library-Related Credentials, Special Libraries

Credential	Percentage of Respondents			
	Librarians	Support Staff	Unspecified Personnel	All Respondents
Associate Degree	-	6%	-	2%
Baccalaureate Degree	2	11	11	6
Master's Degree	3	17	11	9
Doctoral Degree	11	2	-	6
Public School Certificate	2	4	-	2
Public Library Certificate	2	6	-	3
None	5	17	11	10

Impressions Gathered from Comments

The questionnaire included a number of items about which the respondents could write in comments if they wished. After the data reported above had been coded, all of the returns from each library type were scanned to pick up overall impressions conveyed by the respondents' comments. These are summarized below.

Public Libraries: The strongest impression derived from reviewing survey responses from public libraries is the lack of expressed concerns and opinions. Most respondents make no comment on open-ended questions. Of the comments made, complaints about availability seem to be an issue. CLE is too far away and too costly.

Support staff have few opportunities to participate in CLE. They express their desire and willingness but cite lack of encouragement and support from professional staff.

Other concerns focus on the opportunities themselves. They are characterized as poorly planned, boring and having inadequately trained leaders, too much theory and not enough basic, relevant hands-on experience.

Suggestions for future CLE include making planned basic sequential training in library skills available for the non-professionals and branch librarians at local or regional sites or by correspondence or on weekends. The need for training in interpersonal skills (proper grooming and dress, telephone manners and general courtesy to the public) is noted. In order to stay abreast of current trends, one respondent suggests circulation of recent master's theses. Public librarians want courses that introduce hands-on experiences with computer technology. They are interested in information about employee organizations which will provde a system for communications. Respondents indicate the need to meet with peers to share practical information. Branch librarians suggest in-house staff meetings and trainings where persons having attended CLE can share new information.

Respondents want workshops which teach how to reduce public libraries' role as warehouses and how to encourage patrons' use of the library. They cite the need for courses that can be taken locally at community colleges and that can then be transferred for credit to four-year and six-year programs.

According to one respondent, "Public library administration has become a profession with little need for reference, cataloging, and circulation education. Administrators need to know how to build a new library, move a branch, buy a bookmobile, deal with ... county commissioners."

Public School Libraries/Media Centers: Public school respondents stress the need for relevant, hands-on courses that can lead to certificate renewal or graduate credit. Of special concern is the lack of opportunities from ALA-accredited schools which could lead to an advanced degree. While many respondents note the need of staying abreast, particularly in this time of rapid technological advances, they state that distance, cost and lack of release time prevent participation. They request more opportunities at the local level, perhaps on audio cassettes which could be used during slack periods at work.

The excellence of state media sponsored workshops is cited often but respondents feel that the scheduling is inconvenient. (Most respondents have particular requests for time of day, and it seems unlikely to reach consensus.) Except for state-sponsored workshops, they cite the lack of library-related college courses or inservice. Although courses are readily available within the county for classroom teachers' certificate renewal needs, this service is not provided for media personnel. The media respondents cite unequal treatment.

Specifically, respondents request more opportunities at a convenient time and distance. They want practical courses such as book-mending and small equipment maintenance as well as opportunities for sharing sessions and discussions within the field. Too much inservice has been by "experts" who have little or no recent experience in the system and who emphasize philosophic theory. The need for basic, useful information for support staff is noted. They seek support and understanding of school and county administrative systems in their need for remaining abreast of changes. They are displeased by workshops that introduce glamorous and expensive ideas, systems, and equipment that small systems cannot afford to implement.

Two-Year College Libraries/Learning Resource Centers: Respondents working at two-year colleges indicate that most CLE opportunities are inappropriate for them. Learning resource, media and learning laboratory personnel perceive their roles as different from that of the traditional librarian. The need to provide CLE for these personnel as well as general support staff was cited. Basic library information is needed by support staff who lack professional training but who bear great responsibility in learning resource centers. Courses from an accredited library school are not available for persons unable to attend a four-year school.

Of 72 respondents, 16 were displeased with at least one aspect of CLE opportunities. Major concerns include workshops that are poorly planned and are conducted by leaders who display inappropriate visuals and who lack skill to use AV equipment. A lack of audience participation hinders the usefulness of many sessions.

Preferences for future CLE include practical workshops with hands-on experience, basic library instruction for non-professionals, and assistance in dealing with the public, offered within the local area. They would like to see courses taught by national authorities on community college LRC's offered via non-traditional means at place of work or home. One respondent requests that an accredited school offer an external or non-traditional doctorate aimed at practitioners working as library/LRC administrators.

Academic Libraries: Both professional and support staff at four-year colleges report that CE is necessary for significant, continued growth in library science due to rapid changes in the field. Participation is limited, however, among staff at smaller schools because of lack of resources. CLE opportunities provide an opportunity for social and professional growth through sharing and knowledge exchange among peers.

Respondents identified as support staff suggest that specific policies be defined and administered regarding the rights and responsibilities of staff who participate in CLE so that all employees will be treated fairly. Respondents recommend that the professional staff design and provide a variety of CLE opportunities for in-house staff at lunchtime or evenings. The majority of support staff reported that because of a lack of information and a lack of release time for support staff, CLE is a privilege reserved for the professionals. Many respondents noted that they were not proper subjects for the survey since their supervisors did not encourage or provide financial incentives for support staff participation. They report that professionals seem threatened when support staff seek additional training. Support staff question the value of CLE. "There are no sanctions for non-participation; no regard for participation." They report the major reasons to participate in the present system are for self-fulfilment or to prepare for seeking a job change.

Respondents decide to participate in CLE for a variety of reasons. They seek opportunities that are well designed and organized and depend on advance information concerning a description of objectives that address needs of an identified group at a specified skill level. Too often, they report, CLE opportunities are too general in nature, and advertising is misleading.

Participants seek a leader who is a well-known authority in the field. They want advance information about the leader's credentials and experience. Further, they seek one who has recent experience in a library and who will address current practical issues in a format that allows hands-on participation. If a company representative or vendor is the leader, participants want sufficient resources and samples so that every person has adequate access. They want adequate time to view exhibits and discuss their concerns with the representatives so they can correlate the experience with their specific needs.

CLE opportunities should be scheduled in a comfortable facility of adequate size in a central location at a minimal cost to participants. Respondents note the need for operable audio and visual equipment.

Special Libraries: Respondents who work in special libraries state that CLE is vital to professional growth; however, due to decreasing resources CLE has a low priority, even though technology courses constantly change. They state that CLE should be given higher status and support by management. Respondents indicate willingness to assume financial responsibility for CLE if management would authorize the time. Special librarians are not representative of traditional librarians. They tend to view their primary function as a specific service to their employer and do not view themselves involved in "the big picture" of library development.

Although respondents indicate that general CLE is not applicable to their work situation, they cite areas in which they have special learning needs which should be addressed by qualified instructors. CLE should offer substantial courses that impart new knowledge; otherwise it is used only to make 'brownie points' and is therefore a waste of time. Because many special libraries are small, respondents suggest scheduling CLE for evenings or on Saturdays. They cite the need to minimize barriers so that CLE is more accessible.

Support staff respondents cite the need for CLE for all levels of staff. They state that even though there is potential for growth and the assumption of added responsibility, they are not supported in the growth process. Because of a lack of degree or pre-requisites they are denied access to some courses that could be of great help. They would like to be able to take college courses that would upgrade their skills and also provide credit toward a degree.

The major factors displeasing to special librarians were lack of appropriate CLE opportunities, poor instructors, inadequate facilities, costs, and distance. The majority of respondents has found CLE opportunities not worthwhile because of the above factors.

Methodology -- Trustee Survey

Public libraries in North Carolina have boards of trustees whose members are appointed by local governing bodies to serve as volunteers for specific terms. The local board of trustees may be the primary policy maker or simply the primary adviser to the city or county for the library. Decision areas included in the trustees' concern include development of general library policy, development and management of a budget of all public funds, and supervision of library director.

The purpose of the trustee survey was to determine the past experience of trustees with continuing library education, to outline their preferences for planning future learning opportunities, and to describe characteristics of trusteeship.

The State Library Division of the North Carolina Department of Cultural Resources provided the list of trustees in North Carolina, which was then numbered sequentially. Using a random numbers table, one hundred trustees were selected to be surveyed. The items in the instrument addressed the topics discussed above. After the initial draft of the survey was reviewed by consultants from the State Library, the resulting draft was field tested by selected trustees attending the Library Trustee/Librarian Conference, June 1-2, 1982, at the Carolina Inn, Chapel Hill, North Carolina. Since no problems with the wording or intent emerged, only a few revisions were needed. The revised instrument was mailed to each trustee in the sample along with a cover letter written by Mrs. Sara Hodgkins, Secretary of the North Carolina Department of Cultural Resources, and David McKay, State Librarian. Also included were a stamped self-addressed return envelope and directions for completing and returning the survey. A follow-up postcard was mailed within two weeks. Of the one hundred surveys mailed, three were undeliverable because of change of address or persons no longer being trustees. Forty-seven of the remaining ninety-seven, or 49% of the surveys, were usable returns.

Findings -- Trustee Survey

Characteristics of Trusteeship

The number of years served as a library trustee by persons in the sample ranged from less than 1 to 30, with an average of 5.7 years of service. Half of the trustees reported that their board met quarterly (or less often, in three cases). The remainder met more often, usually bimonthly or monthly. The number of board meetings actually attended varied from 1 to 12 in the last year, with an average of six per year. In addition to the board meetings a few trustees attended other meetings, an average of 1.3 in town and .4 out-of-town.

The libraries for which the respondents were trustees served populations which ranged from less than 5,000 (three libraries) to 100,000 or more (eight libraries). Half of the libraries were located in areas of 20,000 - 10,000 population. Another measure of library size is the number of staff employed. While 53% of the trustees served libraries with six or fewer staff members, the remainder ranged in size from 7 to more than 70. It appears that the sample did represent a wide range of library size.

Trustee respondents indicate the most interesting part of their service is being involved and informed about providing and expanding efficient and effective library service for their communities as they plan and implement sound business principles. The most difficult aspects they identify involve a lack of resources and budgeting concerns. They also cite the lack of available volunteer time for trustees who work full time. Trustees express concerns about their own preparation and adequacy to meet duties and legal responsibilities inherent in their roles and also about interpersonal relationships in their dealings with county commissioners and other governmental officials, the library director, library staff, and with each other. They want to be careful to limit their involvement to development of policy rather than administration although this division is not always easy to determine.

Previous Experience with Continuing Library Education

Only 8 of the 47 trustees had participated in any CLE during the last two years. Seven of the eight reported attending the Library Trustee/Librarian Conference held in June of 1982 at Chapel Hill. The other attended a meeting in May, 1982, in Charlotte. Only three of these 8 reported any other continuing education--two cited the previous year's conference and the other an NCLA meeting. There is, obviously, little previous experience with CLE for trustees.

Planning CLE for Trustees

The eight design considerations used in the consumer survey were also included in the trustee's questionnaire. At least 75% of the respondents cited each design element listed as influential on their decision to participate in CLE. As with paid library personnel, it was not clear that there is a best time of year, time of day, length, format, etc. In general trustees would be interested in CLE topics relevant to their responsibilities, offered in easily accessible locations not involving time off from work or other cost to the participant.

Summary of Major Findings -- Consumer Study

1) *Participation in continuing library education is by no means universal among professional or support staff in any type of library, or among public library trustees*. In general, support staff are much less likely to have participated in CLE than librarians, or to feel that there is support for their doing so.

2) *Information about CLE is best delivered through personal contact--by direct mail, by contact with colleagues, and (most effective) by employers and supervisors*. Inclusion of CLE information in periodicals may serve to supplement direct contact, but not as a substitute.

3) *A substantial proportion of the recent significant CLE activities was sponsored by employers*. Employers were not included in the provider survey portion of this study, yet they arranged for CLE to be provided at the work place, they paid the expenses for participation in CLE, and they did (or did not) encourage library personnel to become involved in CLE activities.

4) The recent significant CLE activities reported reflect the kinds of CLE opportunities available. Generally these tend to be traditional events--courses, conferences, and workshops--which require learners to come together with resource persons at a central location. Very little self-directed learning was reported as a significant CLE activity, nor were other non-traditional forms of learning or uses of learning resources. It is ironic that personnel in libraries, media centers, and learning resource centers, providers of resources for others' learning, are not leaders in the development and use of resources for their own.

5) The extent of CLE participation is not likely to change much in the next year or two unless there are major changes in employer promotion of participation, especially for support staff, and in the nature and delivery of continuing library education. With the backing of employers and with new modes of delivery, substantial increases in participation might be achieved.

6) There is interest among librarians and support staff in learning more about various library functions. Even though there is interest, it cannot be assumed to be general among both employee groups and across all library types. On the contrary, CLE interests tend to be quite specific, focusing on one or two aspects of a library function.

7) The most frequently cited displeasing aspect of previous CLE experience was its lack of relevance to the particular responsibilities and settings of learners. Given the relative specificity of CLE interest and the concern for relevance, considerable attention is called for in building two-way communication in CLE planning.

8) Various kinds of cost--travel, time lost from the job, fees, etc.--can be barriers to participation in CLE. The data from the study suggest,

though, that if a topic is central to the concerns of library personnel and some effort has been taken to create an accessible opportunity for learning, then participants do not begrudge the costs involved.

9) With the exception of public school library personnel who wish to acquire certification, few library staff members appear to want more library-related credentials. 'Recognition' in the form of CEU's, at least, was the least frequently selected design element for CLE. While library schools/programs should certainly be encouraged to continue finding ways to make credit courses more accessible to potential learners, there seems to be little basis for limiting the development of CLE opportunities to those that help fulfill degree and certification requirements.

10) Local, state, and regional professional associations appear to be important providers of accessible continuing library education opportunities for their members. Membership, however, is not inclusive. Support staff are not generally involved. Library personnel who feel that theirs is a distinct branch of the field, or indeed another field (e.g. learning resource center administration) may feel that generic associations have limited potential in terms of appropriately focused CLE.

IV. CONCLUSIONS AND RECOMMENDATIONS

This section is devoted to conclusions drawn from the findings of the study, and recommendations that are suggested by these conclusions. It is organized in three major areas: 1) a comparison of CLE as seen from the consumers' perspective with the providers' picture of CLE; 2) recommendations regarding future development of CLE; and 3) considerations regarding the process of planning CLE in the future.

The Consumer - Provider "Fit"

1) The Request for Proposal for this study stated that more CLE activities are geared to librarians than to other library personnel, and that librarians are more likely to participate in CLE than are other library personnel. These generalizations are supported by the results of this study. While a few CLE opportunities are planned for or open to support staff and volunteers (trustees, friends, or library workers), they are the exception and not the rule.

2) Judging from comments written by support staff, though, the small amount of CLE participation by personnel other than librarians may not be due solely to lack of opportunity. There appears to be a strong feeling that CLE is only for professionals, and that there is little, if any, organizational support for others to participate. The availability of CLE for non-librarians may reflect this way of thinking, not cause it.

3) Limited CLE participation does not pertain only to support staff and lay affiliates. Substantial proportions of professional staff in every type of library spent no more than one day per year, if any, in CLE. If availability of CLE opportunities were a major factor in the extent of CLE participation, there would have been much greater participation among public and public school library personnel than among staff in other library types. In fact, this relationship does not appear. A smaller proportion of library personnel from public than any other library type reported two or

more days of previous CLE participation in the previous two years. Public school library personnel were more likely to have reported two or more days of CLE than any other group, although the differences among library types are relatively small.

4) As another example of how participation does not reflect availability, the most frequent type of CLE opportunity is the college course. If one looks at the proportion of persons who devoted 12 or more days to CLE (which any college course would require), it is much smaller than the proportion of courses among all forms of CLE. The recent significant CLE activities reported by consumers most often took such traditional forms as workshops, conferences, and courses. These are very consonant with the range of opportunities offered by CLE providers. These findings suggest that CLE participation may be limited to what is available, but that availability itself is not a stimulus for participation.

5) Whether the expressed CLE interests of consumers fit the library functions which CLE opportunities address is another question that can be answered in part by the data. Those library functions in which there was greatest consumer interest (development, interpretation, and management) are most frequently specified by providers when a CLEO has a specific rather than general focus. Consumers, however, tend to have specific interests within library functions. There is no way to discern from the data available how tightly focused the learning opportunities are.

6) Another question is whether the design elements considered important by consumers are those to which providers pay most attention. High on the list of consumer concerns is the topic of the CLE event. Its specificity and its relevance to their particular responsibilities within their particular type of library are considerations cited in response to open-ended questions as well as to specific questionnaire items. For providers, however, topic

appears to be more a function of resource availability and of appeal to the broadest possible potential audience than of responsiveness to a particular consumer interest.

7) The importance for consumers of recognition in the form of continuing education units (CEU's) parallels its frequency as a descriptor of CLEO's. There was less interest in recognition than in any other aspect of design included in the consumer questionnaire. This is not to suggest, however, that no college credit or CEU's should be offered. There is interest on the part of some library personnel in pursuing degrees and certification.

8) Costs are important to both providers and consumers, but from different perspectives. Providers are concerned with offering learning experiences at as little expense as possible, especially when there is little institutional support for continuing education, as in the case of higher education, or budget for activities, as in voluntary associations. Consumers, on the other hand, are concerned with their own costs of participation -- time lost from the job or other activities, travel expense, materials, and fees. There are only a few reported instances, such as the video-casting of the August media workshops by the DPI Division of Educational Media, of attempting to cut both provider expenses and consumer costs by innovative use of educational technology.

Recommendations for Development of CLE

Consumer - Provider Interaction

Ideally, future development of continuing library education would be characterized by direct planning interaction between the consumers of an educational opportunity and its provider. Rather than providers preparing a menu of CLEO's from which consumers can choose (or choose to ignore), consumers would work with providers in choosing topics, resource persons, and packaging of learning activities. This would permit much greater relevance, with the activity targeted to the problems and interests and level of sophistication of a specific audience. As consumer participants in plannning become more aware of constraints on providers, they might become more helpful and creative in suggesting ways to operate efficiently and effectively within those constraints. At the least, mutual understanding would increase tolerance of inconvenience; at best, greater application of educational technology would increase cost effectiveness to both provider and consumer.

Relatively few providers reported that they perform a facilitating role vis-a-vis planning of continuing library education, either for individuals or groups of potential learners. Perhaps this is in part a function of their need to "sell" currently available CLEO's, rather than encourage planning that would require investment of additional resources. Those providers whose existence is not dependent on marketing CLEO's (e.g. The State Library and The Staff Development Office of The Department of Community Colleges) may be in the best position to devote resources to helping library personnel plan their continuing education. Others, however, might be encouraged to become more active facilitators of CLE planning. This might be especially applicable to the various professional groups.

New Modes of Delivery

The current reliance on traditional forms of education should be exchanged, at least in part, for exploration of new formats and modes of delivery for continuing library education. Most educational opportunities currently available are group events -- courses, conferences and workshops. Ways of making these events accessible to a larger potential learner group should be designed and developed. The use of teleconferencing, perhaps accompanied by slow-scan television, is one possibility for expanding the audience of an event.

Self-study, either self-directed inquiry initiated by library personnel or packaged auto-tutorial instruction made available by providers, was seldom reported as a format for learning by consumers or providers. It would seem that this might be an area that should receive increased attention by library personnel, particularly for basic levels of library science and related studies. Professional associations might add support and recognition for self-directed study, with opportunity for persons interested in learning about particular topics to find both mentors and fellow-learners.

The expertise of library educators could be very useful in designing aids to independent learners. These could be as simple as bibliographies, as formal as certifying that an individual has satisfactorily accomplished the objectives of a learning project. They might take the form of instructional packages for self-study at home or in the work place. Such packages might include a mixture of video tape, audio tape, visuals, computer discs, and print, all of which might be on hand from current educational events. Options for interaction between learners and resource persons include telephone networks, interactive computer, correspondence, and interactive videocasting. Both individual and group learning could be accommodated.

Role of Employers

Library employers are very significant influences on continuing education for library personnel. They sponsor CLE at the workplace; they provide funds to pay for librarians' participation in CLE elsewhere; they provide information about available CLE and recommend it; they offer released time and incentives for participation; and they may withhold encouragement for participation. Recognizing the pervasive influence of the employer, it seems highly appropriate that providers begin a concerted effort to develop contacts with the library directors and/or their supervisors as an entry to joint planning and development of CLE. If providers can convince employers that they have resources which can be tailored to fit the needs of the staff within that library, or of similar staff groups within the surrounding area, commitment of resources to collaborative planning and participation of staff is much more likely. There may well be obstacles to overcome, such as resistance to considering learning opportunities for support staff. If, however, employer support can be enlisted, the probability of significant increase in CLE participation is much greater.

Attention to Skill Level

Continuing library education tends to be focused on the cutting edge of developments in the field, or on general library functions at the advanced level (e.g. in graduate level courses). While both of these are vital to the increased competence of library personnel, they overlook a more basic level of skill training that would represent a first step of continuing education for persons employed in entry-level support positions. There is a great deal of interest among support staff in continued learning. To create appropriate opportunities for support staff will require much greater differentiation of content by competence level.

Attention to the level of CLE is indicated not only for fundamental library education, but also for continuing education for more advanced learners. Many comments from librarians in regard to displeasing aspects of past CLE experiences cited inadequate information about the level at which topics were addressed. Descriptions of CLE opportunities did not make clear whether they were intended for persons new to or experienced in the area. In appealing to all, none were well served.

Training for Self-Directed Learning

The prevailing role of the learner in most continuing library education (or perhaps in most education in general) appears to be that of a passive recipient of information. This may not be surprising in a society where responsibility for learning rests more with educators than with learners. Engaging learners in collaborative planning of CLE is an important aspect of helping consumers take a more active role in learning. It would also be possible to offer educational experiences for library personnel in which the object was to develop skill in initiating and carrying out self-directed learning. Content and practice might include selecting objectives for one's own learning; identifying resources, both people and materials; checking progress in learning; and revising goals and plans for learning. These are not easily learned skills, yet seem to be particularly appropriate for a segment of the service industries that is devoted to providing resources for learning.

Considerations for the CLE Planning Process

Whose Planning?

It is important to recognize that planning may be undertaken by different actors for different purposes. Four distinctive forms of planning should be considered: 1) that of individuals planning their own continuing library education; 2) that of a provider working with consumers to plan a specific learning opportunity; 3) that of providers planning their involvement in CLE; and 4) that of leaders in the profession examining current status of CLE, charting directions for future continuing library education, and providing structure and other aids to be used by provider and consumer planners. Assuming that the State Library and its advisory committees have both mission and capacity to undertake the last form of planning, that will be the focus of this discussion.

One consideration that becomes very important is the nature of this planning form. Is it, as suggested, a way of facilitating the operational planning of consumers, providers, and consumers and providers? Does it perform a kind of oversight function, identifying trends in the nature and extent and focus of CLE in North Carolina? Should it develop tools for others' planning? Might it provide a CLE agenda with decision options for others to act on? Should it build a communication structure that would permit both dissemination of information to the field and gathering of ideas and concerns from the field?

These are, obviously, suggestions rather than questions. It is unlikely that any other organization is better equipped to provide the kind of comprehensive leadership that is suggested for the planning of continuing library education in North Carolina. At the same time, it would be inappropriate and probably dysfunctional for the State Library to set itself up as an authority for the field, or to operate without benefit of an advisory body whose deliberations would assure consideration of the problems, concerns, and interests of the major actors in CLE. To avoid the connotation of monolithic power residing in the State Library, this form of planning will be labeled (tentatively) as state-level planning.

Facilitating Others' CLE Planning

An important role, and one that was not widely reported by providers, is the facilitation of CLE planning. If it is agreed that individual consumers, individual providers, and providers and consumers together should be encouraged to engage in CLE planning for their own ends, one implication for state-level planning is the recognition of questions most likely to be asked in the conduct of each of the other kinds of planning. For example, individual library personnel are likely to ask what CLE opportunities will be offered. What will they want to know about each opportunity? How far in advance does an individual plan participation in CLE?

For providers, an important question may be the number of potential consumers in each personnel group for each type of library within their service areas. Are the topics that might be made available using current resources likely to be of interest to consumers? Are library personnel scattered over the service area or are they concentrated in one community?

Interactive planning (i.e. that involving provider and consumers together) presumably is focused on the particulars of the situation. However, planners might like to search through past CLE opportunities to find ideas for topics, resource persons, formats, and the like. Perhaps they would like to know who has tried a particular idea so that those providers could be contacted for information about their experience.

When "needs to know" have been identified, the establishment and refinement of appropriate data bases can be undertaken, and provision made for access to those data bases. In addition to enabling users to conduct their own searches, is it necessary to disseminate information about what is available? Is it necessary to disseminate examples of the data themselves? What provisions (e.g. user fees, cost sharing) should be made for paying for the establishment and use of data bases?

What are the most appropriate ways in which state-level planning can encourage other forms of CLE planning? Should regional workshops be held to teach library personnel and providers how to use available information (and incidentally demonstrate how one might approach individual, provider, or interactive planning)?

These are examples of items to be considered, not recommendations. Until the prior question of whether state-level CLE planning should be formalized is addressed, these questions are moot.

Oversight of CLE in North Carolina

In the absence of data it is all too easy to see what one expects to see, which may bear little resemblance to reality. This study provides a benchmark for examining continuing library education in the state. The environment (i.e. social, political, and economic context) in which CLE is situated will undoubtedly influence its development. To take a reading periodically on the status of CLE opportunities and providers would enable a comparison with the current picture. That comparison would alert interested actors in CLE to trends and relationships that might otherwise go unnoticed or be exaggerated. If, for example, the economic situation results not in less participation but in more locally-based CLE, that ought to be known by providers and consumers alike. If no attempts are made to make CLE more accessible to potential consumers and participation does in fact decrease, that might well call for development effort in the design and application of educational technologies.

Perhaps state-level planning, rather than undertaking this kind of data collection itself, might work through library schools to encourage graduate students to conduct periodic time studies for the purpose of following the course of CLE in the state. This, too, would be a matter for the planning body to consider.

Planning Tools

The Directory of Providers and Inventory of CLE Opportunities produced by this study are planning tools, although they need to be refined in accord with their probable use as that use emerges. Both were intended to be computerized data bases that would accommodate Boolean searches, and be accessible for data retrieval to users in multiple locations. Exploration of means for accomplishing this is beyond the scope of this study. It is recommended, though, that this be undertaken by the State Library as a service to CLE providers and consumers. The specifications for the system would be designated, presumably, by a group representing major potential users. Compatibility with mini- or microcomputers in other agencies might be one consideration; whether, for example, to disseminate disks for local use or to set up an on-line telephone retrieval system is another area for decision.

Data bases are useful as planning tools only as long as the data are relatively accurate. Some provision must be made for updating the information; it is recommended that this be undertaken by the State Library, using the current forms with whatever revisions are recommended by the advisory body. This could be a relatively simple procedure, involving mailing annually to each of the 47 current providers (plus any additional providers that might be identified) a copy of their provider listing and a request to update it and return with description of new CLEO's for the present and next fiscal years. This would not assure that every provider could return the corrected and updated information, but it would provide the opportunity. The incentive for returning the information is to assure its availability to potential consumers.

The present formats for provider and CLEO data proved easy to use and meaningful to providers; although no additions to the facets were suggested by either the provider or consumer survey, some improvements can be made. As noted in the section of this report describing the provider survey, several of the descriptors are not particularly useful, or are ambiguous. Rather than recommend specific revisions at this time it seems advisable to gain some familiarity with the data and experience in using them before making changes.

Some indication of consumer preferences and interests is often considered a planning tool. In designing educational opportunities for a specific situation the appropriate information can be acquired through the provider-consumer interaction recommended earlier, perhaps with the use of simple techniques adapted to that situation. Interest finders, nominal group processes, preference ratings, group interviews and observations, and Delphi techniques are among the possibilities that might be considered. Most providers have access to persons who are proficient in these skills.

In examining the overall picture of consumer satisfaction and interests, it may be desirable to conduct periodically a more extensive survey of library personnel across the state. It is not recommended that the size and scope of followup surveys be as large as the consumer survey reported in this document. It may be much more manageable within limited resources to consider sampling only one library type each year, and to limit the amount of information to be collected only to that considered most salient for trend-line analyses and current decision-making. Although the library directors who agreed to assist in the data collection process this year were very cooperative, the procedures followed were complicated and time-consuming. Telephone interviews with a smaller sample, or group interviews with staff members who happen to be available on a given day, are alternatives that might be considered. There may well be benefits from assigning a few interviews to each member of the advisory body, lightening the burden on any one organization and increasing individuals' familiarity with the statewide status of CLE.

An Agenda for CLE Decisions

A state-level planning effort cannot effect change, but it can affect it. By calling to the attention of key personnel in libraries, the library schools/programs, and the library associations any matters that the state-level planners perceive as significant to the field, awareness of problems or issues can be increased. By providing information on alternative views, the issues can be clarified. By directing the clarified topics to appropriate decision-making bodies (e.g. library school faculty, NCLA business meetings, state agency administrators) and including at least the most viable decision options, action can be facilitated. This calls for a degree of political awareness on the part of the planning body.

Building a Communication Structure

Communication within the field occurs through informal and formal channels. One way of assuring as much access as possible to informal channels is through the membership of the state-level planning advisory body. Not only is representativeness important, but an understanding of responsibility for obtaining information from and imparting information to "constituents" is essential. An individual who does not elicit reactions/preferences from the group that is represented does not necessarily understand and represent the interests of that group in the planning process. Similarly, dissemination of ideas is stymied if members do not consciously share information from planning efforts with the groups they represent.

This formal means of capitalizing on informal communication may be supplemented with other methods. Items about planning or excerpts from the data bases may be included regularly in Flash. The computerized data bank may include on its printouts (if that is the medium for arraying outputs to users) updated messages regarding CLE. The particulars may need to be multiple and inventive. Special provision should be made for getting CLE information to employers, since they are one of the most potent sources of CLE information for library personnel.

APPENDICES

STATEWIDE CONTINUING LIBRARY EDUCATION STUDY

Directory of Providers

Provider Name ________________________________ Telephone ______________

Address ____

Contact Person __________________________ Position ____________________

A. INFORMATION ABOUT PROVIDER

1. Provider type (check one):

Department of Cultural Resources
___ State Library
Public Schools
___ DPI
Community Colleges
___ DCC
___ Library education programs (Lenoir, Wake, TCA, Caldwell)
___ Continuing education programs
Higher education
___ Library schools (ASU, ECU, NCCU, UNC-CH, UNC-G)
___ Library education programs (ECSU, NC A&TSU, WCU, Mars Hill)
Library associations
___ NCLA
___ NCLA Section (Specify: ________________________________)
___ NC-SLA
___ NCCCLRA
___ NCOLUG
___ Regional or local association (Specify: ______________________)
___ Other association (Specify: ___________________________)
Other
___ Other group (Specify: ________________________________)
___ Unspecified provider

2. How does the provision of continuing library education relate to the mission of your organization?

3. How do you see your continuing library education role/mission relate to that of other providers?

4. As you know, we are developing an inventory of continuing library education opportunities. Before we get into the specifics of your offerings, could you tell us generally what you/your group do in the way of providing CLE?

5. How do you decide what to offer?

6. It sounds as though the principal roles that you/your group perform vis-a-vis continuing library education are (mention those that have been mentioned in the interview). Are there any other continuing education functions that you/ your group perform?

____ Resource that can be called on when/as needed
____ Initiator of continuing education for library personnel
____ Consultant to particular library staffs/groups
____ Facilitator of planning for CLE
____ Other - What?

7. It sounds as though the principal formats used in your continuing library education in the last two years are (mention those mentioned in the interview). Are there any others that should be included as major formats?

___ Workshop
___ Conference
___ Lecture/Colloquium series
___ College course
___ Short course
___ Auto-tutorial
___ Correspondence course
___ Consultation
___ Other - What?

8. We would like to try to describe the focus of your continuing library education offerings in the last 2 years.

a. What is the primary target audience you have in mind when you plan CLE? Are there other groups that are also served by your CLE?

Primary	Other	Target Audience
___	___	Librarians/media professionals
___	___	Support staff
___	___	Trustees/advisory committee members
___	___	Volunteers/friends
___	___	Other - Who?

b. Are there any eligibility requirements or prerequisites that an audience must have to take advantage of your offerings?

c. In the last 2 years has your CLE been primarily directed toward

___ public libraries
___ school libraries/media centers
___ community college libraries/learning resource centers
___ higher education libraries
___ special libraries
___ Other - what?
___ All library types

d. Are there particular library functions that your CLE has focused on in the last 2 years? (Read list; concentrate on major foci.)

____development of collection (includes analyzing user needs for materials, cooperative collection development, generating orders, identifying sources, selection, withdrawing, gifts and exchanges, keeping materials purchase accounts, serials control)
____organization of collection (includes development of the classification system, cooperative cataloging, classification, adapting centralized cataloging to local specifications, filing systems, indexing)
____preparation and maintenance of collection (includes processing, binding, preservation, microfilming)
____storage and retrieval of collection (includes shelving, inventory, moving collections, searching for lost items, filing, signage, related library equipment [A-V, shelves, files, etc.], archives)
____circulation (includes circulation systems, interlibrary loan, reserves, registration, user complaints)
____interpretation and use of collection (includes library instruction, reference, reader guidance, instruction in A-V use, programming, exhibits and displays, faculty liaison, information and referral, service to special groups, database searching, storytelling)
____management (includes library policies, planning, library statistics and measures, governance, personnel, systems analysis, data processing, budgeting, finance, public relations, buildings, contracting, supervision, evaluation, volunteers, networking, human relations, censorship, community analysis)
____information production (includes cable, A-V production, audiotapes, individualized discs, micros for users)

e. Do you anticipate any major shifts in emphasis or clients or other focus during the next few years?

9. Now if we could turn to the resources involved in providing continuing library education.

a. Let's turn first to personnel. In the last 2 years, have you relied primarily on in-house resources, or do you use outside resource persons?

___ In-house
___ External Where does funding for outside resouce persons come from?

b. Now facilities. What facilities have you used during the last 2 years?

c. In the last 2 years have you produced materials (e.g. audio-visual aids, printed materials, videotapes, etc.) for use in your continuing education?

___ No
___ Yes - Where have you obtained production facilities?

d. How about communications capabilities (e.g. mailing distribution, telephone conferencing, radio or video casting)--were these used in the last 2 years?

___ No
___ Yes - Where did you obtain them?

e. How were these resources (i.e. facilities, production, communication) acquired/paid for?

10. All of us operate within constraints or limits imposed on our operations. What do you find to be the most severe constraints on your continuing library education efforts? (E.g. staff limitations, mission, fee structures)

11. Now, in regard to information useful for planning,

   a. What would you want to know about consumers so that you can better plan CLE opportunities?

   b. What would you like consumers of CLE to know about you so that they can make appropriate use of your offerings?

12. What forms of recognition are offered? For what types of CLE opportunities?

	Recognition	CLEO type(s)
___	college credit	
___	CEU	
___	certificate/diploma	
___	certification points . . .	
___	other - what?.	

B. CLASSIFICATION OF CONTINUING LIBRARY EDUCATION OFFERINGS

You have given us general information regarding the continuing education you have offered in the years covered by this study. It sounds as if there have been or will be about ____ offerings between July 1980 and June 1983. We have developed a classification scheme to use in the inventory of CLE opportunities. If we send you a form for each of your offerings filled out as completely as possible based on this interview, would you check it over and add or revise as necessary to make it accurate and return it in the envelope which we shall include? We shall appreciate that very much. Please feel free to add any other comments that you may think of after we finish today.

Interviewer ____________________ Date __________________

Comments:

DIRECTORY OF CONTINUING LIBRARY EDUCATION PROVIDERS

LISTING FORMAT

CONTINUING LIBRARY EDUCATION PROVIDER

PROVIDER NAME:

ADDRESS:

CONTACT PERSON: PHONE:

TITLE OF CONTACT PERSON:

PROVR: LOCAT:

PRIMARY ROLES:

FOCUS OF CLE OFFERINGS:

OPERATIONAL CONSTRAINTS:

REFERENCES TO LISTINGS IN THE INVENTORY:

CLE #__-___-__

CONTINUING LIBRARY EDUCATION OPPORTUNITY DESCRIPTION

Name of sponsor(s)/provider(s)____

CONTENT

Title of CLE opportunity with annotation (Include names of resource persons, objectives, instructional methods, and date(s).)

LIBRARY FUNCTIONS

____development of collection (includes analyzing user needs for materials, cooperative collection development, generating orders, identifying sources, selection, withdrawing, gifts and exchanges, keeping materials purchase accounts, serials control)

____organization of collection (includes development of the classification system, cooperative cataloging, classification, adapting centralized cataloging to local specifications, filing systems, indexing)

____preparation and maintenance of collection (includes processing, binding, preservation, microfilming)

____storage and retrieval of collection (includes shelving, inventory, moving collections, searching for lost items, filing, signage, related library equipment [A-V, shelves, files, etc.], archives)

____circulation (includes circulation systems, interlibrary loan, reserves, registration, user complaints)

____interpretation and use of collection (includes library instruction, reference, reader guidance, instruction in A-V use, programming, exhibits and displays, faculty liaison, information and referral, service to special groups, database searching, storytelling)

____management (includes library policies, planning, library statistics and measures, governance, personnel, systems analysis, data processing, budgeting, finance, public relations, buildings, contracting, supervision, evaluation, volunteers, networking, human relations, censorship, community analysis)

____information production (includes cable, A-V production, audiotapes, individualized discs, micros for users)

____unspecified function

CLIENTS (Served by library personnel)

____students
____children
____young adults
____adults
____special groups
____institutions
____teachers
____general clients
____unspecified clients

LIBRARY PERSONNEL

____librarians/media professionals
____support staff
____trustees/advisory committee members
____volunteers/friends
____unspecified personnel

LIBRARY TYPES

____public libraries
____school libraries/media centers
____two-year college libraries/learning resource centers
____higher education libraries
____special libraries
____unspecified libraries

PROVIDER

Department of Cultural Resources
- ___ State Library

Public Schools
- ___ DPI

Community Colleges
- ___ DCC Staff Development Office
- ___ Library education programs (Lenoir, Wake, TCA, Caldwell)
- ___ Continuing education programs

Higher education
- ___ Library schools (ASU, ECU, NCCU, UNC-CH, UNC-G)
- ___ School Library education programs (ECSU, NC A&TSU, WCU, Mars Hill)

Library associations
- ___ NCLA
- ___ NCLA Section (Specify:______________________________)
- ___ NC-SLA
- ___ NCCCLRA
- ___ NCOLUG
- ___ Regional or local association (Specify:____________________)
- ___ Other association (Specify:__________________________)

Other
- ___ Other group (Specify:______________________________)
- ___ Unspecified provider

FORMAT
- ___ workshop
- ___ conference
- ___ lecture/colloquium series
- ___ college course
- ___ short course
- ___ auto-tutorial
- ___ correspondence course
- ___ consultation
- ___ other (Specify:________________________)
- ___ unspecified format

TIME PERIOD
- ___ 4 days or more
- ___ 3 days
- ___ 2 days
- ___ 1 day
- ___ less than 1 day
- ___ indefinite time
- ___ unspecified time period

SKILL LEVEL
- ___ basic level
- ___ intermediate level
- ___ advanced level
- ___ general
- ___ unspecified skill level

FREQUENCY
- ___ annually
- ___ less than annually
- ___ more than annually
- ___ once only
- ___ upon request
- ___ other (Specify:______________)
- ___ unspecified frequency

CONSTRAINT

____nothing
____formal service boundary
____number of consumers
____type of consumers____________________
____pre-requisite____________________
____other eligibility____________________
____not specified

RECOGNITION

____college credit
____CEU
____certificate/diploma
____certification points
____other (Specify:____)
____not specified

LOCATION(S) (counties) (____)

DATE(S)

Year in which offered/to be offered
____FY81 (July 1980-June 1981) Specify date(s):____________________
____FY82 (July 1981-June 1982) Specify date(s):____________________
____FY83 (July 1982-June 1983) Specify date(s):____________________
____unspecified

FEE

____no fee
____$5 or less
____$6 - $10
____$11 - $25
____$26 - $50
____$51 - $100
____more than $100
____unspecified fee

COMMENTS:

CONTINUING LIBRARY EDUCATION OPPORTUNITY

CLE #________

PROVIDER NAME:

CLEO TITLE:

ANNOTATION:

LFUNC:	CLNTS:
LPERS:	LTYPE:
PROVR:	FORMT:
TMPER:	SKLVL:
FREQY:	CONST:
RECOG:	LOCAT:
DATES:	FEE:

NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

SCHOOL OF EDUCATION
SCHOOL OF AGRICULTURE AND LIFE SCIENCES

DEPARTMENT OF ADULT AND COMMUNITY COLLEGE EDUCATION
Box 5504 Zip 27650

June 1, 1982

To: Staff of selected libraries in North Carolina

Many organizations and institutions in this state have been involved in providing continuing education for library personnel. Although they have done their best to design planned learning experiences to help library staff increase competence in the performance of work responsibility, generally they have operated without full information on the learning needs of librarians and support staff.

Knowing what librarians, media specialists, learning resource specialists, and various support staff groups in the different types of libraries have done and would like to do in the way of continuing education would be a tremendous help. The folks who plan continuing library education, whether they are members of NCLA committees or staff of a library school or part of a local library association, would have a much better basis for creating learning opportunities that respond to the needs of all library personnel.

That is why your help and that of your co-workers is important. Your library was one of a number of similar libraries randomly selected. Information is needed from each person occupying a permanent position in your library if a true picture of library staff experience with and expectations for continuing education is to emerge. The director of your library has agreed to help make sure that each permanent staff member receives and completes a questionnaire so that the results will be truly representative.

Your answers will be given complete confidentiality. Please seal your completed questionnaire in your envelope before returning the envelope to your director. The number on the envelope is there only to help the library director know that all questionnaires have been returned before they are sent back to us in a packet from your library.

The results of this research will be made available this fall through the State Library to all libraries and providers of continuing education for library personnel in North Carolina. Also available will be information about all of the providers of continuing education, and about the learning opportunities they offer. This may be of interest to you when you are looking for continuing education opportunities.

I would be happy to answer any questions you might have. Please feel free to write or call (919) 737-2819.

Thank you for your assistance.

Sincerely,

Joan Wright, Project Director

JW/de

STATEWIDE CONTINUING LIBRARY EDUCATION STUDY

Consumer Survey

This survey is divided into 3 major sections: I) Your recent experience with continuing library education; II) Your anticipated involvement in continuing library education; and III) Some information about you and your work. Please complete each section as fully as you can.

The following definitions are used for this study, and may help you in completing this questionnaire:

> CONTINUING LIBRARY EDUCATION (or Continuing Education): Planned learning experiences designed to help permanent staff increase their competency in the performance of job responsibilities. May be formal or informal, and may include college courses, conferences, workshops, self-directed study, lectures, short courses, in-house staff training, etc.
>
> CONSUMER: Any person employed in a permanent position in a library/media center/learning resource center (e.g. librarian, media coordinator, instructional technology specialist, library aide, other support staff)

If you have problems in interpreting or answering the questions, call (919) 737-2819 between 9 AM and 4 PM. Leave your name and number, and someone will call you back to offer assistance.

Part I: Recent Experience with Continuing Library Education

1. We are interested in the amount of time library personnel devote to continuing education. For each 12-month period below, circle the number of days that you estimate you spent in some form of continuing library education.

7/1/80- 6/30/81	7/1/81- 6/30/82	
0-1	0-1	
2-3	2-3	DAYS PER YEAR
4-5	4-5	(One circle in each column)
6-8	6-8	
9-11	9-11	
12,12+	12,12+	

2. We're interested in how people learn about continuing education opportunities. a) In column (1) below circle YES for those sources of information about continuing education that generally reach you. b) For those sources you have circled in column (1), circle YES in column (2) if you have actually used the information.

(1) REACH YOU?	(2) USED FOR CE INFO?	Source of Continuing Library Education Information
YES	YES	American Libraries
YES	YES	Calendar (of CE opportunities, State Library)
YES	YES	Flash (State Library Public Library Dept.)
YES	YES	Library Journal
YES	YES	Tarheel Libraries (State Library)
YES	YES	Direct mail
YES	YES	Your employer/supervisor
YES	YES	Friends & co-workers
YES	YES	Other - What? ______________________________

3. During the last 2 years, describe the continuing education activities (e.g. course, conference, workshop, directed self study, telecast) most significant to your own learning. Limit your answer to 3 activities. If you participated in fewer than 3 significant learning activities/events, describe only those that were important to your learning.

ACTIVITY A - Title ____

Content: ____

____

Type of CE: (Circle one)
WORKSHOP   COLLEGE COURSE   OTHER - What? __________
CONFERENCE   SHORT COURSE   ________________
LECTURE   SELF-STUDY   ________________

When held? ________________ Where held? ________________
(month) (year)

Distance from place of work: ________ miles

Who sponsored? ____

Cost: (Circle one)   Who paid the expense?
NO COST $25 TO $100   ________________
LESS THAN $25   MORE THAN $100   ________________

ACTIVITY B - Title ______________________________

Content: ______________________________

____

Type of CE: (Circle one)

WORKSHOP
CONFERENCE
LECTURE

COLLEGE COURSE
SHORT COURSE
SELF-STUDY

OTHER - What? __________
____
____

When held? ____________________ Where held? ____________________
(Month) (Year)

Distance from place of work: _______ miles

Who sponsored? ______________________________

Cost: (Circle one)

NO COST
LESS THAN $25

$25 TO $100
MORE THAN $100

Who paid the expense?
____
____

- -

ACTIVITY C - Title ______________________________

Content: ______________________________

____

Type of CE: (Circle one)

WORKSHOP
CONFERENCE
LECTURE

COLLEGE COURSE
SHORT COURSE
SELF-STUDY

OTHER - What? __________
____
____

When held? ____________________ Where held? ____________________
(Month) (Year)

Distance from place of work: _______ miles

Who sponsored? ______________________________

Cost: (Circle one)

NO COST
LESS THAN $25

$25 TO $100
MORE THAN $100

Who paid the expense?
____
____

4. Imagine all the things about continuing library education that have been displeasing to you. What are some examples of these things?

Part II: Looking Ahead

5. Is there any reason why your participation in continuing education in the next year or so is likely to be different from the past? (Circle the correct response.)

YES Please explain ____
NO ____

6. When deciding whether to participate in a continuing education opportunity, what kinds of information about the opportunity do you need to know?

7. Planners of continuing education consider many things when they design learning opportunities. Which of the design elements below are important to you as a participant? CIRCLE those that influence your decision to participate in a continuing education activity. Please describe your preferences for those you have circled.

RESOURCE PERSON(S) ____
FORMAT (e.g. workshop) ____
TIME OF DAY ____
TIME OF YEAR ____
LENGTH OF EVENT ____
COST TO YOU ____
RECOGNITION (e.g. CEUs) ____
TOPIC ____
DISTANCE to the event ____
OTHER - What? ____

8. In which areas of your work do you want more training now? CIRCLE the letters by the major categories and the numbers by the appropriate sub-categories.

- A Development of collection
  - 1 analyzing user needs for materials
  - 2 cooperative collection development
  - 3 generating orders
  - 4 identifying sources
  - 5 selection
  - 6 withdrawing
  - 7 gifts and exchanges
  - 8 keeping materials purchase accounts
  - 9 serials control
  - 10 other - what? ____________________
- B Organization of collection
  - 1 development of the classification system
  - 2 cooperative cataloging
  - 3 classification
  - 4 adapting centralized cataloging to local specifications
  - 5 filing systems
  - 6 indexing
  - 7 other - what? ____________________
- C Preparation and maintenance of collection
  - 1 processing
  - 2 binding
  - 3 preservation
  - 4 microfilming
  - 5 other - what? ____________________
- D Storage and retrieval of collection
  - 1 shelving
  - 2 inventory
  - 3 moving collections
  - 4 searching for lost items
  - 5 filing
  - 6 signage
  - 7 related library equipment--AV, shelves, files, etc.
  - 8 archives
  - 9 other - what? ____________________
- E Circulation
  - 1 circulation systems
  - 2 interlibrary loan
  - 3 reserves
  - 4 registration
  - 5 user complaints
  - 6 other - what? ____________________

8. (Continued)

F Interpretation and use of collection
  1 library instruction
  2 reference
  3 reader guidance
  4 instruction in AV use
  5 programming
  6 exhibits and displays
  7 faculty liaison
  8 information and referral
  9 service to special groups
  10 database searching
  11 storytelling
  12 other - what? ______________________________

G Management
  1 library policies
  2 planning
  3 library statistics and measures
  4 governance
  5 personnel
  6 systems analysis
  7 data processing
  8 budgeting
  9 finance
  10 public relations
  11 buildings
  12 contracting
  13 supervision
  14 evaluation
  15 volunteers
  16 networking
  17 human relations
  18 censorship
  19 community analysis
  20 other - what? ______________________________

H Information production
  1 Cable
  2 AV production
  3 audiotapes
  4 individualized discs
  5 micros for users
  6 other - what? ______________________________

I Other - What? ______________________________

____

Part III: Information about You

9. To which of the following groups do you belong? Circle the letter by the appropriate one.

A - librarians/media professionals
B - support staff
C - other - what? ______________________________

10. With which of the following client groups are you primarily concerned? Circle the letters by those which apply.

A - students
B - teachers/faculty
C - researchers
D - special groups (e.g. handicapped, institutionalized, disadvantaged)
E - others - who? ______________________________
F - general clients
G - children
H - young adults
I - adults

11. Some persons believe that library-related credentials are very important in the field. Please circle HAVE in column (1) for those which you have now. If you want to acquire any of these credentials in the next year or so, circle WANT in column (2).

(1)	(2)	Credential
HAVE	WANT	None
HAVE	WANT	Associate degree with library-related specialization
HAVE	WANT	Baccalaureate degree with library-related specialization
HAVE	WANT	Master's degree in library science or related area
HAVE	WANT	Doctorate in library science or related area
HAVE	WANT	Certification for public schools
HAVE	WANT	Certification for public library

12. How many years since your last library-related degree? ____ years.

13. For how many years have you served in your present library-related position?
______ years.

14. Of what library associations are you a member? Circle those that apply.

NONE
ALA Section(s)? ______________________________
NCLA Section(s)? ______________________________
REGIONAL, LOCAL Name(s) ______________________________
OTHER Name(s) ______________________________

15. What non-library organizations (if any) have provided continuing education for you?

16. Is there anything else that you would like to say about continuing education for library personnel?

PLEASE SEAL THE COMPLETED QUESTIONNAIRE IN ITS ENVELOPE AND RETURN TO THE DIRECTOR OF YOUR LIBRARY WITHIN A WEEK. THANK YOU VERY MUCH FOR YOUR ASSISTANCE TO THE FUTURE PLANNING OF CONTINUING LIBRARY EDUCATION.

STATEWIDE CONTINUING LIBRARY EDUCATION STUDY

June 3, 1982

Dear Trustee:

Many organizations and institutions in this state have been involved in providing learning opportunities for library personnel. Although they have done their best to design planned learning experiences for library staff, most have given relatively little consideration to the learning needs of library trustees. It is on the trustees, however, that stewardship of the public libraries rests.

Continuing education for trustees is defined as planned learning experiences designed to strengthen trustees' ability to perform the responsibilities of their role. Information about what library trustees have done or would like to do in the way of continuing education is not available. That is why your help is being sought. You have been selected as part of a random sample of all the library trustees in North Carolina. If a true picture of the learning interests of library trustees is to emerge, your answers to this survey are needed.

This survey asked for two kinds of information: (1) your recent experience with and interest in educational opportunities for library trustees; and (2) your experience as a library trustee. Please complete each section as fully as you can. Your answers will be given complete confidentiality. Please return the completed questionnaire in the enclosed stamped addressed envelope. The number on the envelope allows us to know that your survey has been received, and will not be used to identify your answers.

The results of this research will be made available this fall through the State Library to all libraries and providers of continuing education for library personnel in North Carolina. Also available will be information about all of the providers of continuing education, and about the learning opportunities they offer. This may be of interest to you when you are looking for learning opportunities for trustees.

If you have any problems in answering any question, call (919) 737-2819 between 9:00 a.m. and 4:00 p.m. Tell whoever answers that you need help with the trustee survey, leave your name and number and convenient time to return the call, and someone will call back to offer assistance.

Thank you for your help.

Sincerely,

Joan Wright

Joan Wright
Project Director

JW:bwm

Enclosures

STATEWIDE CONTINUING LIBRARY EDUCATION STUDY

Trustee Survey

This survey asks for two kinds of information: I) Your recent experience with and interest in educational opportunities for library trustees; and II) Your experience as a library trustee. Please complete each section as fully as you can. If you have problems in interpreting or answering any question, call (919) 737-2819 between 9 AM and 4 PM. Tell whoever answers that you need help with the trustee survey, leave your name and number and when it is best to reach you, and someone will call back to offer assistance.

Part I: Educational Opportunities for Library Trustees

1. In the last two years have you participated in any educational opportunities for library trustees? CIRCLE the appropriate response.

NO ——— Go on to Question 3.
YES ——— a) When was the last one you attended? ________________
(month) (year)

b) Where was it located? ________________

c) Who sponsored it? ________________

d) How long did it last? __________ DAYS/HOURS (circle one)

e) How many other educational opportunities for Trustees have you attended in the last 2 years? __________

2. What was the best learning opportunity for Trustees you have attended in the last 2 years?

a) Title ________________

b) Who sponsored it? ________________

c) When was it held? ________________
(Month) (Year)

d) How long did it last? __________ DAYS/HOURS (circle one)

e) Where was it held? ________________

f) What did you like most about this learning opportunity? ________
____

3. If you were to plan an ideal learning oportunity for library Trustees, what would your preferences be in regard to

CONTENT? ____
____

FORMAT? ____
____

LENGTH OF EVENT? ______________________________________
____

TIME OF YEAR? ____
____

TIME OF DAY? ____
____

COST TO YOU? ____
____

DISTANCE? ____
____

LOCATION? ____
____

ANYTHING ELSE? _______________________________________
____
____

Part II: Your Experience as a Library Trustee

4. For how many years have you been a Library Trustee? _____ years

5. How many permanent staff members are employed in the library for which you are a Trustee? _______ staff members

6. Which of the following best describes the size of the population your library serves? CIRCLE the number by the appropriate response.

1 - LESS THAN 5000
2 - 5000 to 9999
3 - 10,000 to 19,999
4 - 20,000 to 49,999
5 - 50,000 to 99,999
6 - 100,000 OR MORE

7. How many times a year do you and your fellow Trustees meet?

_______ Time(s)

8. As a Trustee, do you attend any other meetings? CIRCLE the appropriate response.

NO
YES —— In the last year, how many local meetings? ______ meetings
How many out-of-town meetings? _______ meetings

9. What do you find most interesting about your responsibilities as a Trustee? ____________________

____

____

10. What do you find most difficult about your responsibilities as a Trustee? ____________________

____

____

11. Any other comments about educational opportunities for Trustees?

THANK YOU FOR YOUR HELP.
PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED STAMPED, ADDRESSED ENVELOPE BY JUNE , 1982.